



Direktorat Sekolah Menengah Pertama
Direktorat Jenderal Pendidikan Anak Usia Dini,
Pendidikan Dasar, dan Pendidikan Menengah
Kementerian Pendidikan dan Kebudayaan RI

**MODUL PEMBELAJARAN JARAK JAUH
PADA MASA PANDEMI COVID-19
UNTUK JENJANG SMP**

Mata pelajaran

BAHASA INGGRIS

Semester Genap

**KELAS
VII**



**MODUL PEMBELAJARAN JARAK JAUH
PADA MASA PANDEMI COVID-19 UNTUK JENJANG SMP**
Mata Pelajaran Bahasa Inggris – Kelas VII Semester Genap

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Pendidikan Dasar, dan Pendidikan Menengah
Kementerian Pendidikan dan Kebudayaan RI

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Kata Pengantar

Puji Syukur kehadirat Allah SWT, karena atas limpahan rahmat-Nya, kami dapat melaksanakan salah satu tugas dan fungsi Direktorat Sekolah Menengah Pertama (SMP) yang tertuang dalam Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor: 9 Tahun 2020, tentang Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor: 45 Tahun 2019, tentang Organisasi dan Tata Kerja Kementerian Pendidikan dan Kebudayaan, antara lain “pelaksanaan kebijakan penjaminan mutu di bidang penilaian pada sekolah menengah pertama” dan “fasilitasi penyelenggaraan di bidang penilaian pada sekolah menengah pertama”.

Sejalan dengan pelaksanaan tugas dan fungsi tersebut serta beberapa kebijakan dan regulasi terkait lainnya, khususnya kebijakan dan regulasi yang terkait dengan pelaksanaan pendidikan pada masa pandemi Covid-19, kami telah berhasil menyusun sejumlah modul dari sembilan mata pelajaran, yang disesuaikan dengan kebijakan kurikulum kondisi khusus dan pelaksanaan Pembelajaran Jarak Jauh (PJJ) pada masa pandemi Covid-19 untuk jenjang Sekolah Menengah Pertama (SMP). Selain itu, telah dihasilkan pula buku Pedoman Pengelolaan Pembelajaran Jarak Jauh jenjang SMP pada masa pandemi Covid-19. Penyiapan dokumen-dokumen tersebut dilakukan dalam rangka mendukung pelaksanaan kebijakan penjaminan mutu dan pemberian fasilitasi penyelenggaraan pendidikan, khususnya untuk jenjang SMP pada masa pandemi Covid-19 ini.

Besar harapan kami, agar dokumen-dokumen yang telah dihasilkan oleh Direktorat SMP bersama tim penulis yang berasal dari unsur akademisi dan praktisi pendidikan tersebut, dapat dimanfaatkan secara optimal oleh semua pihak terkait, baik dari unsur dinas pendidikan kabupaten/kota, para pendidik, dan tenaga kependidikan, sehingga pada akhirnya dapat menjadi bagian alternatif yang dapat membantu sekolah dalam penyelenggaraan pendidikan.

Kami menyadari bahwa dokumen yang dihasilkan ini masih terdapat banyak kekurangan. Oleh karena itu, kami sangat mengharapkan kritik dan saran dari berbagai pihak, untuk perbaikan dan penyempurnaan lebih lanjut.

Kami menyampaikan ucapan terima kasih dan penghargaan yang setinggi-tingginya atas peran serta aktif dari berbagai pihak dalam penyusunan semua dokumen yang dikeluarkan oleh Direktorat SMP tahun 2020 ini. Secara khusus diucapkan terima kasih dan penghargaan kepada tim penyusun yang telah bekerja keras dalam menuntaskan penyusunan dokumen-dokumen tersebut.

Jakarta, Desember 2020

Direktur Sekolah Menengah Pertama,



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Pendahuluan

Modul ini merupakan bahan ajar berseri yang dirancang untuk Ananda gunakan dalam belajar mandiri. Modul ini akan membantu dan memberikan pengalaman belajar yang bermakna bagi Ananda untuk mencapai kompetensi yang dituju secara mandiri.

Sebagai bahan ajar, unsur-unsur pokok modul ini terdiri atas (a) tujuan pembelajaran, (b) aktivitas pembelajaran, dan (c) evaluasi. Tujuan pembelajaran menjadi sasaran penguasaan kompetensi yang dituju dalam belajar. Aktivitas pembelajaran berupa aktivitas-aktivitas yang Ananda akan lakukan agar memperoleh pengalaman-pengalaman belajar yang bermakna dalam mencapai tujuan pembelajaran. Evaluasi ialah proses penentuan kesesuaian antara proses dan hasil belajar dengan tujuan pembelajaran. Dalam hal ini, evaluasi bertujuan untuk memberikan latihan sekaligus mengukur tingkat ketercapaian kompetensi yang Ananda peroleh sesuai dengan tujuan pembelajaran yang telah ditetapkan pada bagian awal modul.

Modul ini menggunakan pendekatan belajar tuntas. Dalam hal ini Ananda harus mencapai tingkat ketuntasan kompetensi tertentu sebelum Ananda melanjutkan untuk pencapaian kompetensi selanjutnya pada modul berikutnya.

Belajar mandiri ialah proses belajar aktif yang Ananda akan lakukan dengan menggunakan modul ini. Dalam belajar aktif tersebut dibutuhkan dorongan niat atau motif Ananda untuk menguasai kompetensi yang telah ditetapkan pada bagian awal modul. Sasaran utama dalam belajar mandiri tersebut ialah Ananda dapat memperoleh kompetensi yang telah ditetapkan serta memperoleh kemandirian dalam belajar.

Aktivitas pembelajaran dalam modul ini berpusat pada diri Ananda, bukan pada guru maupun materi ajar. Artinya, Ananda merupakan subjek yang aktif dan bertanggung jawab dalam pembelajaran Ananda sendiri sesuai dengan kecepatan belajar Ananda.

Strategi pembelajaran dalam modul ini memfasilitasi pengalaman belajar bermakna. Selain memperoleh kompetensi utama, yaitu kompetensi yang ditetapkan pada tujuan pembelajaran, Ananda juga akan memperoleh pengalaman belajar terkait dengan pengembangan karakter, literasi, berpikir kritis, kreativitas, kolaborasi, dan komunikasi efektif.

Modul ini juga dapat digunakan oleh orang tua Ananda secara mandiri untuk mendukung aktivitas belajar Ananda di rumah. Dukungan orang tua sangat diharapkan agar Ananda benar-benar memiliki kebiasaan belajar yang mandiri dan bertanggungjawab. Orang tua juga diharapkan menyediakan diri untuk berdiskusi dan terlibat dalam aktivitas belajar jika Ananda membutuhkannya.

Aktivitas-aktivitas belajar Ananda dalam modul ini sedapat mungkin memaksimalkan potensi semua sumber belajar yang ada di lingkungan sekitar Ananda. Amatilah dan manfaatkanlah.

Setiap aktivitas pembelajaran dapat disesuaikan dengan kondisi Ananda, orang tua, guru, sekolah, dan lingkungan sekitar. Bagaimana pun utamakan kesehatan. Jangan melakukan hal-hal yang membahayakan kesehatan diri sendiri, keluarga, guru, sekolah, dan lingkungan Ananda.

Tetap semangat dan selamat belajar!



Modul

1



**What Does
It Look Like?**



Kompetensi Dasar

3.4

- Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4.1

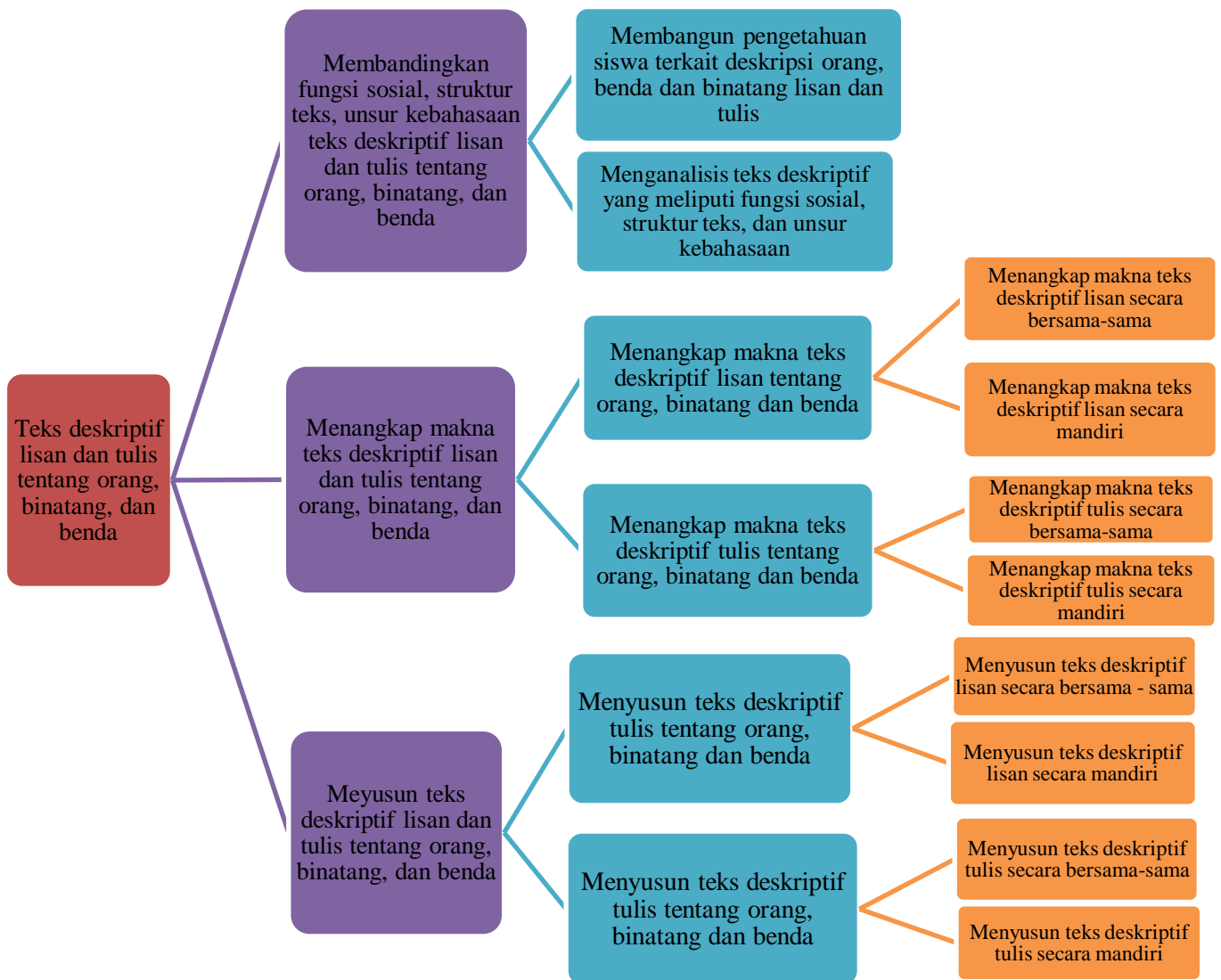
- Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda

4.4.2

- Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks



Peta Kompetensi





Tujuan Pembelajaran

Pembelajaran ke-	Tujuan Pembelajaran
1	<ol style="list-style-type: none">1. Melalui kegiatan mendengarkan lagu/membaca lirik lagu, siswa dapat mengidentifikasi informasi deskripsi orang di dalam lagu tersebut dengan tepat.2. Melalui kegiatan membaca teks pengumuman tentang orang hilang, siswa dapat mengidentifikasi informasi deskripsi terkait orang dalam teks tersebut dengan tepat.3. Melalui kegiatan membaca teks pengumuman tentang binatang yang hilang, siswa dapat mengidentifikasi informasi deskripsi terkait binatang dalam teks tersebut dengan tepat.4. Melalui kegiatan membaca teks pengumuman tentang penemuan barang, siswa dapat mengidentifikasi informasi deskripsi terkait benda dalam teks tersebut dengan tepat.5. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku tanggung jawab dan disiplin.6. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi.7. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.
2	<ol style="list-style-type: none">1. Melalui kegiatan menemukan kata-kata pada <i>puzzle</i>, siswa dapat mengidentifikasi adjectives dengan tepat.2. Melalui kegiatan menyimak teks deskripsi lisan tentang orang, siswa dapat mengidentifikasi berbagai informasi terkait orang yang dideskripsikan dengan tepat.3. Melalui kegiatan menyimak teks lisan, siswa dapat melafalkan kata – kata dengan tepat.4. Melalui kegiatan membaca teks deskriptif, siswa dapat mengidentifikasi fungsi sosial teks dengan tepat.

Pembelajaran ke-	Tujuan Pembelajaran
	<ol style="list-style-type: none"> 5. Melalui kegiatan membaca teks deskriptif, siswa dapat mengidentifikasi struktur teks dengan tepat. 6. Melalui kegiatan membaca teks deskriptif, siswa dapat mengidentifikasi fungsi sosial teks dengan tepat. 7. Melalui kegiatan menganalisis teks deskriptif, siswa didik dapat mengidentifikasi unsur kebahasaan teks dengan tepat. 8. Melalui kegiatan melabeli gambar, siswa dapat menerapkan unsur kebahasaan teks deskriptif dengan tepat. 9. Melalui kegiatan melengkapi kalimat – kalimat rumpang, siswa dapat menerapkan unsur kebahasaan teks deskriptif dengan tepat. 10. Melalui kegiatan menjodohkan kalimat – kalimat dengan gambar, siswa dapat menerapkan unsure kebahasaan teks dengan tepat. 11. Melalui kegiatan mengklasifikasikan kata sifat, siswa dapat menerapkan unsur kebahasaan dengan tepat 12. Melalui kegiatan mengidentifikasi frasa yang benar susunan kata sifatnya, siswa dapat menerapkan unsur kebahasaan teks dengan tepat. 13. Melalui kegiatan membaca beberapa teks, siswa dapat mengidentifikasi persamaan dan perbedaan dari teks tersebut dengan tepat. 14. Melalui kegiatan menuliskan kalimat berdasarkan informasi yang tersedia, siswa dapat menerapkan unsur kebahasaan teks dengan tepat. 15. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri. 16. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi. 17. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.
3	<ol style="list-style-type: none"> 1. Melalui kegiatan menebak binatang berdasarkan deskripsi, secara berpasangan siswa dapat menentukan fungsi sosial teks dengan tepat.

Pembelajaran ke-	Tujuan Pembelajaran
	<ol style="list-style-type: none"> 2. Melalui kegiatan menyimak teks, secara berpasangan siswa dapat menceritakan kembali teks secara lisan dengan tepat. 3. Melalui kegiatan menyimak teks, secara berpasangan siswa dapat menuliskan kembali teks dengan tepat. 4. Melalui kegiatan membaca konteks situasi, secara berpasangan siswa dapat mendeskripsikan sekolah secara lisan dengan benar. 5. Melalui kegiatan membaca konteks situasi, secara berpasangan siswa dapat menulis deskripsi sekolah dengan benar. 6. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri. 7. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi. 8. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.
4	<ol style="list-style-type: none"> 1. Melalui kegiatan mendengarkan lagu/membaca lirik lagu, siswa dapat mengidentifikasi deskripsi benda yang ada dalam lagu tersebut dengan tepat 2. Melalui kegiatan menyimak teks, siswa dapat menceritakan kembali isi teks tersebut secara tertulis dengan tepat 3. Melalui kegiatan membaca teks, siswa dapat menceritakan kembali isi teks tersebut secara lisa dengan tepat 4. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku tanggung jawab dan percaya diri. 5. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi. 6. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.



Peran Guru & Orang Tua

Pembelajaran ke-	Peran Guru	Peran Orang Tua
1	<ol style="list-style-type: none">1. Menyediakan bahan ajar utama dan bahan ajar pendukung2. Memberikan bantuan teknis apabila siswa mengalami kendala	<ol style="list-style-type: none">1. Memastikan ketersediaan bahan ajar2. Memberikan bantuan teknis apabila anak mengalami kendala3. Menjembatani komunikasi antara guru dengan anak
2	<ol style="list-style-type: none">1. Menyediakan bahan ajar utama dan bahan ajar pendukung2. Membacakan teks yang harus disimak siswa apabila siswa tidak memiliki fasilitas untuk mengakses tautan yang tersedia3. Memberikan bantuan teknis apabila siswa mengalami kendala	<ol style="list-style-type: none">1. Memastikan ketersediaan bahan ajar2. Memberikan bantuan teknis apabila anak mengalami kendala3. Menjembatani komunikasi antara guru dengan anak
3	<ol style="list-style-type: none">1. Memberikan bantuan teknis apabila siswa mengalami kendala2. Membacakan teks yang harus disimak siswa apabila siswa tidak memiliki fasilitas untuk mengakses tautan yang tersedia	<ol style="list-style-type: none">1. Memastikan keberadaan pasangan bagi anak untuk praktik2. Memberikan bantuan teknis apabila anak mengalami kendala

Pembelajaran ke-	Peran Guru	Peran Orang Tua
	3. Memberikan dukungan moril agar siswa bersemangat dan percaya diri dalam menyusun teks lisan dan tulis	3. Menjembatani komunikasi antara guru dengan anak
4	1. Memberikan bantuan teknis apabila siswa mengalami kendala 2. Memberikan dukungan moril agar siswa bersemangat dan percaya diri dalam menyusun teks lisan dan tulis	1. Memberikan bantuan teknis apabila anak mengalami kendala 2. Menjembatani komunikasi antara guru dengan anak

Lesson 1

What Do You Know about It?

At the end of the lesson you will be able to explain various kinds of information about the description of people, things and animals.

Let's Get Ready



Listen to the song by clicking the link. However, if you cannot access the link, please read the lyrics and then, answer the questions. Before you read the lyrics, match the words with their meanings to help you to understand the lyrics. Number 1 has been done for you as an example.

Dengarkan lagu dengan mengklik tautan berikut! Akan tetapi bila Ananda tidak dapat mengakses tautan tersebut, baca lirik lagunya dan kemudian jawablah pertanyaan-pertanyaannya! Tetapi sebelum membaca liriknya, jodohkan kata-kata berikut dengan artinya untuk membantu Ananda dalam memahami lirik lagu tersebut! Nomor satu sudah dikerjakan untuk Ananda gunakan sebagai contoh.

<https://youtu.be/GGdp2Lqd7kc>

1.	believe	A.	menunjukkan
2.	bliss	B.	gelap
3.	dark	C.	berusaha
4.	dream	D.	kuat
5.	forever	E.	percaya
6.	fear	F.	bintang film
7.	grow up	G.	selamanya
8.	guide	H.	membahagiakan
9.	hero	I.	berdoa
10.	look up	J.	rasa takut
11.	pray	K.	salah
12.	show	L.	mimpi
13.	strong	M.	menghormati
14.	superstar	N.	mengajari
15.	through	O.	tumbuh dewasa
16.	teach	P.	jalan
17.	try	Q.	mengarahkan
18.	understand	R.	memahami
19.	way	S.	pahlawan
20.	wrong	T.	melalui

Daddy, you know how much I love you
I need you forever
I'll stay by your side
Daddy oh Daddy
I want always bliss you
but I never stop trying
to be your number one

you understand me....
you teach me how to pray...
and you play the game I love to play
I have no fear here when you are near
you guide me through the dark is night

I love you daddy...
you are my hero (and you always in my
dream)
I love you daddy oh daddy
you are my superstar

Daddy, you know how much I love you
I want you to help me
please show me the way
Daddy oh Daddy
sometimes I might do wrong
but I never stop trying
to be your number one

I wanna show you
I'll be as strong as you
when I grow up, I still look up to
you
so have no fear here I believe here
I will be my daddy's boy

[repeat x2]
I love you daddy...
you are my hero (and you always in
my dream)
I love you daddy oh daddy
you are my superstar

the one in a million and a million in
one
forever I want to be by your side
you're in a million
show me the way
guide me through my night

1. What is the title of the song?

2. To whom is the song dedicated?

3. Who is the singer?

4. How does the singer feel?

5. Please choose the following words that are suitable to describe the singer's Dad. You may choose more than one word.
 - arrogant
 - bad tempered
 - educative
 - understanding
 - helpful
 - kind-hearted
 - patient
 - selfish
 - talkative
 - wise

Let's Study

Activity 1



Read the text carefully to get some information. Then, answer the questions.

Baca teks berikut dengan seksama untuk memperoleh informasi! Kemudian, jawablah pertanyaan-pertanyaannya!

The following words may help you.

Kata-kata berikut mungkin membantu Anda.

- age of disappearance : usia pada saat hilang
- date of missing : tanggal hilangnya
- date of birth : tanggal kelahiran
- eye : mata
- hair : rambut
- height : tinggi badan
- last seen : terakhir terlihat
- race : ras
- sex : jenis kelamin
- weight : berat badan

MISSING



**IF YOU HAVE ANY INFORMATION ABOUT CELESTE :
CALL THE CLAREMONT POLICE DEPARTMENT (909) 399-5411
OR THE POLLY KLAAS® FOUNDATION (800) 587-4357**

Celeste Christianssen

Missing From Upland, CA

Date Missing: 3/4/2009
Date of Birth: 12/23/1991
Age at Disappearance: 17 years old
Race: Hispanic
Sex: Female
Eyes: Brown
Hair: Brown with blonde highlights.
Height: 5'3"
Weight: 119 lbs.
Last Seen Wearing: Skinny denim jeans, forest green Cal Poly hooded sweatshirt and black van sneaker shoes.

Circumstances

Celeste went missing from Upland, California on March 4, 2009. She may be in the company of a male juvenile. Celeste has not been seen or heard from since her disappearance.



MISSING CHILD

Celeste Christianssen

A service of the Polly Klaas Search Center
Flyer Issued March 2009
www.pollyklaas.org

1. Have you ever found or read such a kind of text?

2. Where do you probably find the text?

3. Why is the text written?

4. What is the writer's intention of writing the text?

5. What is the name of the missing child?

6. What does the missing child look like?

7. What costume does she wear?

8. Do you think it is important to write the physical characteristics in such kind of text?

Why?

9. What will probably happen if there is no information about the physical characteristics?

10. What is the writer's intention of giving the information about the costume?

Activity 2



Read the text carefully to get some information. Then, match the words with the appropriate information from the text. Number 1 has been done for you.

Bacalah teks berikut dengan seksama untuk memperoleh informasi! Kemudian, jodohkan kata-kata berikut dengan informasi yang sesuai berdasarkan teks! Nomor 1 sudah dikerjakan untuk Ananda gunakan sebagai contoh.

LOST FAMILY DOG.

This is Eviey, a six year old lab/dalmation mix. She went missing November 15th around 2:30, from Hillside drive right off of Dickerson pike. She is very friendly, loves kids, and very playful. She is very much missed, the entire family wants her home.

If you have seen her contact Robyn at 615-752-5301 or email at hollyndsfamily@comcast.net

Thank you and God bless.

She is solid white, with freckles across the nose. She stands about two foot tall.



Picture 2

1.	age	A.	lab/dalmation mix
2.	characteristics	B.	<i>Hillside drive off of Dickerson pike</i>
3.	circumstance	C.	around 2.30
4.	date of missing	D.	two feet
5.	Eviey	E.	six years old
6.	fur	F.	freckles across
7.	height	G.	November 15 th
8.	nose	H.	friendly, playful
9.	race	I.	the dog's name
10.	time of missing	J.	solid white

Activity 3



Read the text again carefully to get more information. Then, put a tick (✓) on the True column if the statement is true and put a tick (✓) in the False column if the statement is false. Number 1 has been done for you as an example.

Baca lagi teksnya dengan seksama untuk memperoleh lebih banyak informasi! Kemudian, berilah tanda centang (✓) pada kolom True jika pernyataannya benar dan berilah tanda centang (✓) pada kolom False jika pernyataannya salah! Nomor 1 sudah dikerjakan untuk Ananda gunakan sebagai contoh.

LOST FAMILY DOG.

This is Eviey, a six year old lab/dalmation mix. She went missing November 15th around 2:30, from Hillside drive right off of Dickerson pike. She is very friendly, loves kids, and very playful. She is very much missed, the entire family wants her home.

If you have seen her contact Robyn at 615-752-5301 or email at hollyndsfamily@comcast.net

Thank you and God bless.

She is solid white, with freckles across the nose. She stands about two foot tall.



No	Statements	True	False
1	We can find such a kind of text in public places.	✓	
2	The text is probably written by the owner of the dog.		
3	The text is written with the intention of finding the lost dog.		
4	Eviey is the name of the dog.		
5	The dog is fifteen years old.		
6	The dog is very harmful to children.		
7	The dog is two meters tall.		
8	If you find the dog, you can send her to the zoo.		
9	The dog has no freckles on her nose.		
10	The owner of the dog wants the dog home very much.		

Activity 4



Read the text carefully to get some information. Then, complete the sentences with the information from the text.

Baca teks berikut dengan seksama untuk memperoleh informasi! Kemudian, lengkapi kalimat–kalimat berikut dengan informasi yang Anda peroleh dari teks tersebut!

The following words may help you.

Kata–kata berikut mungkin membantu Anda.

case	: tempat	owner	: pemilik
claim	: mengklaim	required	: yang diminta
enter	: memasukkan	unlock	: membuka kunci
found	: ditemukan		



Picture 3

1. The text is about ...
2. The text is written by ...
3. The writer intends to write the text to ...
4. The phone is ...
5. Suppose the phone is yours, you will ...
6. The owner of the phone must ... to claim the phone.
7. You cannot stop by the office on ... since it is closed.
8. You can stop by the office at ...

Let's Check



Read the texts carefully to get information. Then, complete the table with the information from the text.

Baca beberapa teks berikut dengan seksama untuk memperoleh informasi dari teks tersebut! Kemudian, lengkapi tabel dengan informasi yang Ananda dapatkan dari teks-teks tersebut!

Text 1

Picture 4

Text 2

Picture 5

Text 3

No	Questions	Text 1	Text 2	Text 3
1.	Have you ever found/read such a kind of text?			
2.	What is the text about?			
3.	Where is the text probably found?			
4.	Who probably writes the text?			
5.	Why is the text written?			
6.	What is the writer's intention of writing the text?			
7.	What is its/her/his name?			
8.	What does it/he/she look like?			
9.	What is it/he/she like?			
10.	Do you find the following information in the text?			
	a. name			
	b. age			
	c. colour			
	d. weight			
	e. height			
	f. size			
	g. gender			
	h. contact person / phone number			

Let's Sum up



When you read texts about missing or found people, things, or animals, you will get a lot of information about them. Here is the information that is usually found in such texts. Rewrite them in the appropriate box. You may rewrite them in more than one box.

Ketika Ananda membaca teks tentang orang, benda atau binatang yang hilang atau ditemukan, Ananda akan memperoleh banyak informasi tentang orang, benda atau binatang tersebut. Berikut ini adalah informasi yang biasa ditemukan. Tuliskan kembali informasi tersebut ke dalam kotak! Kalian dapat menuliskannya di dalam lebih dari satu kotak.

- Name
- sex/gender
- age
- weight
- height

- texture
- colour
- circumstance
- race
- type

people

animal

thing

Let's Reflect



Give a tick (✓) in the appropriate column to reflect on yourself.

Beri tanda centang (✓) pada kolom yang sesuai untuk merefleksikan diri Ananda!

Statements	Very Good	Good	OK	Need Improvement
I know the information about people.				
I know the information about animals.				
I know the information about things.				

Answer Key

Let's Get Ready

1. believe : <i>percaya</i>	11. pray : <i>berdoa</i>
2. bliss : <i>membahagiakan</i>	12. show : <i>menunjukkan</i>
3. dark : <i>gelap</i>	13. strong : <i>kuat</i>
4. dream : <i>mimpi</i>	14. superstar : <i>bintang film</i>
5. forever : <i>selamanya</i>	15. through : <i>melalui</i>
6. fear : <i>rasa takut</i>	16. teach : <i>mengajari</i>
7. grow up : <i>tumbuh dewasa</i>	17. try : <i>berusaha</i>
8. guide : <i>mengarahkan</i>	18. understand : <i>memahami</i>
9. hero : <i>pahlawan</i>	19. way : <i>jalan</i>
10. look up : <i>menghormati</i>	20. wrong : <i>salah</i>

1. I Love You, Daddy.	4. Grateful.
2. To his father/daddy.	5. Educative, helpful, full of understanding, kind-hearted, patient and wise.
3. Richardo and friends.	

Let's Study

Activity 1

1. Yes, I have.	7. Skinny denim jeans, forest green Cal Poly hooded sweatshirt and black van sneaker shoes.
2. In a newspaper/In public places	8. Yes, I think it is important. To help people recognize Celeste whenever they meet her.
3. Because Celeste Christianssen is lost	9. People would not be able to recognize Celeste easily.
4. To find Celeste Christianssen.	10. To make people easy to recognize Celeste when they saw/met her.
5. Celeste Christianssen.	
6. She has brown eyes, her hair is brown with blonde highlight.	

Activity 2

1.	age	: six years old
2.	characteristics	: friendly, playful
3.	circumstance	: <i>Hillside drive off of Dickerson pike</i>
4.	date of missing	: November 15 th
5.	Eviey	: the dog's name
6.	fur	: solid white
7.	height	: two feet
8.	nose	: freckles across
9.	race	: lab / dalmation mix
10.	time of missing	: around 2.30

Activity 3

No	Statements	True	False
1	We can find such a kind of text in public places.	✓	
2	The text is probably written by the owner of the dog.	✓	
3	The text is written with the intention of finding the lost dog.	✓	
4	Eviey is the name of the dog.	✓	
5	The dog is fifteen years old.		✓
6	The dog is very harmful to children.		✓
7	The dog is two meters tall.		✓
8	If you find the dog, you can send her to the zoo.		✓
9	The dog has no freckles on her nose.	✓	
10	The owner of the dog wants the dog home very much.	✓	

Activity 4

1.	The text is about a mobile phone found.
2.	The text is written by a person who found the mobile phone.
3.	The writer writes the text with the intention of finding the owner of the mobile phone,

4. The phone is a rose gold I Phone with a grey and black case.
5. Suppose the phone is mine, I will go to Maskwaki Natural Resource Office.
6. The owner of the phone must enter the passcode to unlock to claim the phone.
7. You cannot stop by the office on Monday to Friday since it is closed.
8. You can stop by the office at 8.00 am – 04.30 pm.

Let's Check

No	Questions	Text 1	Text 2	Text 3
1.	Have you ever found/ read such a kind of text?	Yes, I have.	Yes, I have.	Yes, I have.
2.	What is the text about?	A missing person	A found cat	A lost bag
3.	Where is the text probably found?	In a newspaper/ in public places	In a newspaper/ in public places	In a newspaper/ in public places
4.	Who probably writes the text?	Parents /relatives	The person who found the animal	The owner
5.	Why is the text written?	Because a person is lost	Because a cat is found	Because a bag is lost
6.	What is the writer's intention of writing the text?	To find the lost person	To find the owner of the cat	To find the lost bag
7.	What is its/her/his name?	Jesica Jones		
8.	What does it/he/she look like?	She has brown eyes and light brown hair.	It is a dark chocolate brown male cat.	It is white cotton bag.
9.	What is it/he/she like?	-	-	-
10.	Do you find the following information in the text?			
	name	✓	-	-
	age	✓	-	-
	colour	✓	✓	✓
	weight	✓	-	-

No	Questions	Text 1	Text 2	Text 3
	height	✓	-	-
	size	-	-	-
	gender	✓	✓	-
	contact person / phone number	✓	✓	✓

Let's Sum up

people	animal	thing
<ul style="list-style-type: none"> • name • sex/gender • age • weight • height 	<ul style="list-style-type: none"> • name • sex/gender • age • colour • race • type 	<ul style="list-style-type: none"> • weight • texture • colour • type

Let's Reflect

Jawaban sesuai keadaan Ananda.

You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friend, or parents.

Lesson 2

Why Not Explore More?

At the end of the lesson, you will be able to identify the social function, generic structure, and linguistic features of descriptive texts about people, things and animals.


Let's Get Ready




Pay attention to the letters in the puzzle carefully to find out the opposites of the following adjectives.

Perhatikan huruf-huruf di dalam puzzle dengan seksama untuk menemukan lawan kata dari kata-kata sifat berikut!


ADJECTIVES
FIND THE OPPOSITES OF THE ADJECTIVES.




FAT




HAPPY




HOT




WET




SHORT




LIGHT




OLD




DIRTY




SMALL




EMPTY




EXPENSIVE




DIFFICULT




TALL



STRONG



FAST



LAZY

U	B	L	Y	F	C	R	O	P	S	W	E	A	K
P	O	F	U	L	L	I	T	E	D	O	Z	E	L
I	S	W	E	A	E	B	M	T	R	A	D	G	F
S	L	O	W	I	A	U	C	H	K	N	H	I	W
G	A	Q	U	E	N	S	D	I	V	O	A	N	E
L	Z	B	I	G	E	L	O	N	G	Y	R	C	H
R	E	S	A	N	D	W	A	I	C	P	D	F	Y
Y	A	H	E	A	V	Y	R	M	S	L	W	E	P
N	S	B	A	L	O	O	K	N	H	D	O	T	O
T	Y	N	C	H	E	A	P	O	D	E	R	N	O
U	P	D	V	N	S	U	T	I	R	E	K	D	R
H	A	R	G	E	A	F	P	S	Y	G	I	T	E
O	L	C	O	L	D	S	W	I	Z	H	N	A	Q
S	H	O	R	T	U	W	I	N	E	W	G	R	S

Picture 6

Let's Study

Activity 1



Listen to the text carefully. Your teacher will read it for you. You may also ask your parents or brother or sister to help you to read it. Then, match the words or phrases with the information you get from the text.

Dengarkan teks dengan seksama! Bapak/Ibu guru akan membacakan teksnya. Ananda juga dapat minta bantuan orang tua atau saudara untuk membacakan teksnya. Kemudian, jodohkan kata-kata/frasa dengan informasi yang Ananda peroleh dari teks!

The following words may help you.

Kata-kata berikut mungkin membantu Ananda.

- | | | | |
|-----------------|-----------------|----------------|------------------|
| • dark brown | : coklat tua | • loyal | : setia |
| • down to earth | : rendah hati | • nickname | : nama panggilan |
| • gymnastics | : senam | • pointed nose | : hidung mancung |
| • mysterious | : misterius | • racing | : balap |
| • humorous | : suka bercanda | • shy | : pemalu |
| • intelligent | : pintar | • somewhat | : agak |

1.	birthday	A.	Allan Radcliffe
2.	birthplace	B.	blue
3.	eyes	C.	brown
4.	father's name	D.	football, gymnastic
5.	full name	E.	loyal, shy, humorous
6.	hair	F.	Fullham, London
7.	height	G.	Daniel Jacob Radcliffe
8.	hobby	H.	Marcia Gresham
9.	nick name	I.	no brother, no sister
10.	nose	J.	Dan
11.	mother's name	K.	23 July 1989
12.	personality	L.	white
13.	sibling	M.	pointed
14.	skin	O.	168 cm

Activity 2



Listen again to the text carefully, and then, answer the questions based on the text.

Dengarkan lagi teksnya dengan seksama, dan kemudian jawablah pertanyaan-pertanyaan berikut berdasarkan pada teks!

1. What is the text about?

2. What is the writer's intention of writing the text?

3. What is the benefit of reading the text?

4. What is Dan's full name?

5. When was he born?

6. What are the names of Dan's parents?

7. What does Dan look like?

8. What is Dan like?

Activity 3



Listen to the text again carefully, and pay attention to how to pronounce the following words. Then, practise to pronounce them.

Dengarkan lagi teksnya, dan perhatikan bagaimana pelafalan kata-kata berikut ini! Kemudian, berlatihlah mengucapkan kata-kata tersebut!

brown	mysterious
child	nickname
eye	nose
hair	pointed
humorous	shy
intelligent	skin
loyal	white

Activity 4



Read the explanation below about descriptive texts.

Baca penjelasan berikut tentang teks deskriptif!

Teks deskriptif adalah salah satu jenis teks yang menggambarkan dengan jelas sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan maupun benda mati. Tujuan dari teks ini adalah memberikan informasi dengan jelas mengenai objek yang digambarkan kepada pembaca atau pendengar.

Teks deskriptif mempunyai aturan tersendiri mengenai strukturnya. Berikut ini adalah bagian - bagian teks deskriptif:

1. Identification

Bagian ini, yang terletak pada bagian pertama, bertujuan untuk mengidentifikasi suatu objek yang akan dideskripsikan. Identification

berfungsi untuk memperkenalkan kepada pembaca tentang objek yang akan dijelaskan sebelum diberikan informasi atau deskripsi yang lebih rinci mengenai objek tersebut pada bagian selanjutnya.

2. Description

Bagian ini, terletak setelah identification, berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah diidentifikasi atau diperkenalkan.

Activity 5



Read the text, and then rewrite the sentences in the table.

Bacalah teks dengan seksama, dan kemudian tuliskan kembali teks tersebut ke dalam tabel sesuai bagian-bagian dari teks tersebut!

Daniel Jacob Radcliffe was born in Fullham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham.

Dan has white skin, dark brown hair, blue eyes, and a pointed nose. He is about 168 cm tall. He is a loyal, shy, down to earth and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

		Identification
		Description

Activity 6



Read another explanation below about descriptive texts.

Baca penjelasan lain berikut ini tentang teks deskriptif!

Ciri-ciri teks deskriptif

- *Menggunakan Simple Present Tense*

Teks ini menggunakan Simple Present Tense karena teks ini mendeskripsikan fakta-fakta yang melekat pada suatu objek, dan salah fungsi dari Simple Present Tense adalah untuk menunjukkan suatu fakta atau kebenaran.

Misalkan bila Ananda ingin mendeskripsikan mengenai tempat tidur kamu, kamu bisa menggunakan kalimat:

My bedroom is blue.

- *Menggunakan banyak kata sifat (adjective)*

Karena fungsi dari teks ini adalah untuk memberikan informasi dengan menggambarkan suatu objek yang dideskripsikan, pada teks deskriptif akan banyak dijumpai kata sifat (adjective). Contohnya adalah big, small, colorful, dan sebagainya.

- *Menggunakan kata kerja penghubung (linking verb)*

Linking verb adalah kata kerja yang memberikan penjelasan terhadap kata benda yang menjadi subjek dari suatu kalimat. Contohnya: is, have, seem, appear, dan kata kerja lainnya.

Activity 7



Read the text again carefully to identify the use of Simple Present Tense, adjectives and linking verbs. Then, fill in the table based on your identification.

Baca lagi teks dengan seksama untuk mengidentifikasi penggunaan Simple Present Tense, kata sifat dan kata kerja penghubung! Kemudian, isilah tabel dengan hasil identifikasi yang Ananda lakukan!

Daniel Jacob Radcliffe was born in Fullham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham.

Dan has white skin, dark brown hair, blue eyes, and a pointed nose. His height is about 168 cm. He is a loyal, shy, down to earth and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Simple Present Tense	Adjectives	Linking Verbs
• His nickname is Dan.	• white	• has
•	•	•
•	•	•
•	•	•
•	•	•

Activity 8



Now let's learn more about adjectives that are frequently used to describe people. Read the adjectives carefully. Then, rewrite them in the appropriate columns in the table.

Sekarang mari kita belajar tentang adjectives yang sering digunakan untuk mendeskripsikan orang. Bacalah kata-kata sifat berikut. Kemudian tuliskan kata-kata tersebut ke dalam kolom yang sesuai di dalam tabel!

• gorgeous	• thin	• medium-height
• old	• beautiful	• square
• attractive	• young	• handsome
• elegant	• hardworking	• middle-aged
• tall	• cute	• round
• helpful	• fat	• short
• friendly	• kind-hearted	• naughty
• slim	• shy	• oval

ADJECTIVES FOR DESCRIBING ...


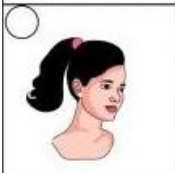


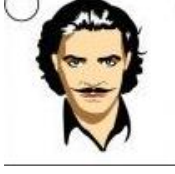

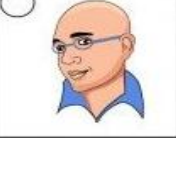





SOMEONE'S AGE	SOMEONE'S BUILD	SOMEONE'S FACE	SOMEONE'S APPEARANCE	SOMEONE'S PERSONALITY

Activity 9



Now let's practise to use adjectives to describe people. Pay attention to the pictures. Then, choose the appropriate sentence from the sentences provided. Rewrite them under the pictures.

Sekarang mari berlatih menggunakan kata sifat untuk mendeskripsikan orang. Perhatikan gambar. Kemudian, pilih kalimat yang sesuai dari kalimat-kalimat yang tersedia! Tuliskan kembali kalimat-kalimat tersebut di bawah gambar!

<p>1 <input type="radio"/></p>  <p>.....</p>	<p>2 <input type="radio"/></p>  <p>.....</p>	<p>3 <input type="radio"/></p>  <p>.....</p>
<p>4 <input type="radio"/></p>  <p>.....</p>	<p>5 <input type="radio"/></p>  <p>.....</p>	<p>6 <input type="radio"/></p>  <p>.....</p>
<p>7 <input type="radio"/></p>  <p>.....</p>	<p>8 <input type="radio"/></p>  <p>.....</p>	<p>9 <input type="radio"/></p>  <p>.....</p>
<p>10 <input type="radio"/></p>  <p>.....</p>	<p>11 <input type="radio"/></p>  <p>.....</p>	<p>12 <input type="radio"/></p>  <p>.....</p>

Picture 8

- He is an old man with gray hair.
- She has a pony tail.
- She has medium length black hair.
- She has straight brown hair.
- She has curly hair.
- He has sideburns.
- He is middle-aged.
- He has a beard.
- She has long wavy hair.
- She has long blond hair.
- He has a moustache.
- She has a bun.

Activity 10



Now let's practise to use adjectives to describe people. Read the sentences carefully. Then, complete the blank spaces with the appropriate adjectives.

Sekarang mari berlatih menggunakan adjectives untuk mendeskripsikan orang. Bacalah kalimat-kalimat berikut dengan seksama! Kemudian, lengkapi rumpang dengan kata sifat yang tepat!

- | | | | |
|--------------|---------------|------------|-------------|
| • big-headed | • easy going | • patient | • sensitive |
| • bossy | • generous | • polite | • shy |
| • cheerful | • helpful | • punctual | • sociable |
| • clever | • hardworking | • quiet | • stubborn |
| • confident | • honest | • selfish | • tidy |

1. Linda is a great girl. She never tells lies. I think she is ...
2. Albert never changes his idea. He is really
3. Martha likes buying presents for her friends. She is
4. Mike is always with people and likes spending time with his friends. He is ...
5. Sandra always wants everything for herself. I think she is
6. Ted always does his homework. He is very successful. He is
7. Linda does not like talking and she can't make friends easily. She is ...
8. Don't say unkind things to her. She is very
9. Janet is incredibly She always arrives on time and does her job well.
10. Susan is the most ... person I've ever met. She's always smiling and telling jokes.
11. Patrick is very ... He always does well in tests.
12. Sandra is so She believes that nobody is better than her.
13. My sister is always very Everything in her room is in the right place.
14. Our new PE teacher is very relaxed and friendly He is an ... person.
15. Ralph is ... that he will win the match. He has practiced a lot.
16. My English teacher is always very ... She will explain us anything if we don't understand it.
17. Luke is very Sometimes you don't know he is there.
18. Aida is very She always says "Please" and "Thank you".
19. If your homework is difficult, you can ask Helen. She is always very and she'll explain it to you.
20. My cousin Martha often tells me what to do. She is very

Activity 11



Now, let's learn another descriptive text. Read the text carefully. Then, answer the questions based on the text.

Sekarang mari kita pelajari sebuah tes deskriptif yang lain. Baca teks dengan seksama. Kemudian, jawablah pertanyaan-pertanyaan berdasarkan teks!

MY LOVELY MIO

I have a pet named Mio. It is a male Persian cat.

Mio looks cute and classy. His fur is beautiful. He has thick soft hair. Every three months he gets vitamin shots and other pre-caution measure.

Mio is a modern cat. He likes eating canned and dried food. When Mio doesn't feel well, he doesn't do much meowing and eats less than usual.

In this moment he needs extra vitamins and milk. Usually he gets better within two days.

1. What is the text about?

2. What is Mio?

3. What does he look like?

4. What does Mio usually do?

5. What is his habit when he is not well?

6. Fill in the table with the information from the text.

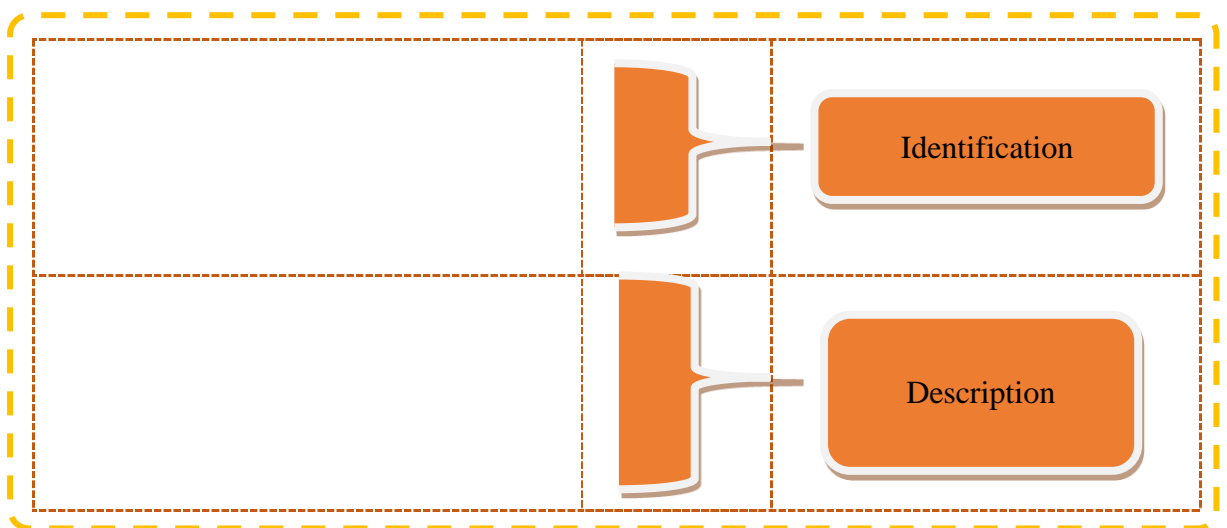
Identification	Description		
	Description of appearance	Physical description	Description of habit

Activity 12



Read the text again, and then, rewrite the sentences in the table based on the parts of the text.

Baca lagi teksnya, dan kemudian, tuliskan kembali kalimat-kalimat dari teks tersebut ke dalam tabel berdasarkan bagian-bagian dari teks.









Activity 13



Write some adjectives under the pictures describing the animals in the pictures. You may rewrite the adjectives provided or you may use your own adjectives.

Tuliskan beberapa adjectives di bawah gambar yang mendeskripsikan binatang yang ada pada gambar! Ananda dapat menuliskan kembali kata sifat yang tersedia atau menuliskan adjectives yang kalian temukan sendiri.

size	shape	colour	speed
heavy, light, big, small, little, tiny, tall, short, fat, thin, giant, wide	round, square, straight, triangular, oval, flat, crooked, wavy, sleek	pink, red, orange, black, yellowish, blue, dark, green, purple	quick, fast, slow, rapid, swift, rushing, hasty

 ----- ----- ----- -----	 ----- ----- ----- -----	 ----- ----- ----- -----
 ----- ----- -----	 ----- ----- -----	 ----- ----- -----

 <p>-----</p> <p>-----</p> <p>-----</p>	 <p>-----</p> <p>-----</p> <p>-----</p>	 <p>-----</p> <p>-----</p> <p>-----</p>
 <p>-----</p> <p>-----</p> <p>-----</p>	 <p>-----</p> <p>-----</p> <p>-----</p>	 <p>-----</p> <p>-----</p> <p>-----</p>
 <p>-----</p> <p>-----</p> <p>-----</p>	 <p>-----</p> <p>-----</p> <p>-----</p>	 <p>-----</p> <p>-----</p> <p>-----</p>

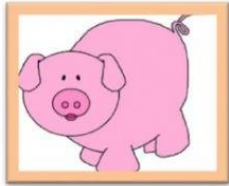
Picture 9

Activity 14



Pay attention to the pictures and read the sentences carefully. Then, match the pictures with the appropriate descriptions.

*Perhatikan gambar dan baca kalimat–kalimat dengan seksama!
Kemudian, jodohkan gambar dengan deskripsi yang sesuai!*



It has one big mouth.

It has a long tail.

It has short legs.

It is green.

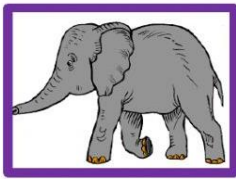


It has two big ears.

It has a small tail.

It has a long nose.

It is grey.



It has four legs.

It has a small tail.

It has two small eyes.

It is pink.



It has four long legs.

It has a long neck.

It has two small ears.

It is yellow and brown.

Activity 15



Let's learn another description. Read the text carefully. Then, answer the questions.

Mari kita pelajari teks deskriptif yang lain. Kemudian, jawablah pertanyaan-pertanyaannya!

My Favourite Toy

My favourite toy is my cute little snowman which has cute little mittens. They are green and red. His nose is not a triangular carrot; it's round. He lives in my toy box in the play area. His home is a big box with some hay and a photograph.

1. What does the writer tell us about?

2. What do you think of the writer? Is she a child or an adult?

3. What does the toy look like?

4. What does the toy have?

5. How is the nose?

6. Where does the writer put her toy?

7. What do the underlined words refer to?
 - "They are green and red."

 - "...it's round"

- “He lives in my toy box in the play area.”

- His home is a big box with some hay and a photograph.

8. “My favourite toy is my cute little snowman which has cute little mittens.”

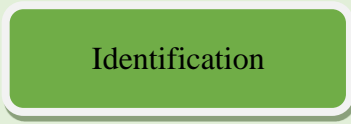

The underlined word has closest meaning to

Activity 16



Read the text again. Then, rewrite the sentences in the table based on the parts of the text.

Baca lagi teksnya. Kemudian, tuliskan kembali kalimat–kalimat dari teks tersebut ke dalam tabel berdasarkan bagian–bagian dari teks.

		 <p>Identification</p>
		 <p>Description</p>

Activity 17



Here are some adjectives frequently used to describe things. Rewrite the adjectives in the table.

Berikut ini adalah kata-kata yang sering digunakan untuk mendeskripsikan benda. Tuliskan kembali kata-kata sifat tersebut ke dalam tabel!

• brass	• stripped	• antique	• stripped
• Canadian	• plastic	• plaid	• plaid
• medium	• bumpy	• messy	• boring
• sewing	• bright	• delicious	• wooden
• Mexican	• narrow	• Repulsive	• cold
• colorful	• tennis	• younger	• blue
• flowery	• current	• chevron	• American
• blonde	• square	• heavy	• round
• long	• British	• rich	• swimming
• tall	• tiny	• white	• pretty
• glass	• old	• empty	• deep
• strange	• Asian	• modern	

1. opinion		6. color	
2. size		7. pattern	
3. shape		8. origin	

4. condition		9. material	
5. age		6. purpose	

Activity 18



Sometimes you have to use more than one adjective to describe certain people, things or animals. Make sure you use the correct order in describing them. Here is the explanation about the order. Read it carefully to get a better understanding.

Kadang–kadang Ananda harus menggunakan lebih dari satu kata sifat untuk mendeskripsikan orang, benda atau binatang tertentu. Pastikan bahwa Ananda menggunakan urutan yang benar dalam mendeskripsikannya! Berikut adalah penjelasan tentang urutan tersebut. Bacalah dengan seksama agar Ananda lebih memahaminya!

- Determiners like articles (a, an, the), possessive (my, your, etc.), demonstratives (this, that, etc.), quantifiers (some, any, few, many, etc.), and numbers (one, two, three, etc.) always appear before anything else.
- The general order is **Opinions** before **Facts**. This means that **Opinions** should always come before **Facts** while arranging the adjectives before nouns.
- Therefore, the normal order is **Determiner – Opinion – Facts – Nouns**
- Fact adjectives can be further broken down and arranged into size, shape, age, color/origin/material/purpose

ORDER OF ADJECTIVES



1

Determiner

a, an, the, both,
either, some, many,
my, your, our, etc.

2

Opinion

good, bad, great,
terrible, pretty, silly,
lovely, beautiful, etc.



3

Size

huge, big, large, tiny,
enormous, little, tall,
long, gigantic, etc.

4

Shape

flat, round,
square, triangular,
rectangular, etc.

5

Age

young, old, new,
ancient, six-year-old,
antique, youthful, etc.

6

Color

red, black, pale,
bright, faded, shining,
yellow, orange, etc.



7

Origin

French, American,
Canadian, Mexican,
Greek, Swiss, etc.



8

Material

wooden, silk, metal,
paper, gold, silver,
copper, cotton, etc.



9

Purpose

writing, rolling,
sleeping, roasting,
running, dancing, etc.

Picture 7

Activity 19



Now it's time for you to practice describing people, animals or things in the correct order.

Sekarang saatnya Ananda berlatih mendeskripsikan orang, binatang maupun benda dalam urutan yang benar.

A. Read the sentences carefully and pay attention to the order of the adjectives. Then, put a tick (✓) in True column if the adjectives are in the correct order, and put a tick (✓) in the False column if the adjectives are not in the correct order.

Baca kalimat dengan sekasama dan perhatikan urutan kata sifatnya. Kemudian, bubuhkan tanda centang (✓) pada kolom True bila urutan kata-kata sifatnya benar dan bubuhkan tanda centang (✓) pada kolom False bila urutan kata-kata sifatnya tidak benar.

No	Sentences	True	False
1	That big red truck moves slowly.		
2	My mom is a short Russian woman.		
3	England is an entertaining big old country.		
4	Sophie ate a Chinese small delicious cookie.		
5	The team has three leather oval footballs to use for practice.		
6	Brian and Messy are selling twelve small fresh orange tangerines.		
7	My family has a fantastic gigantic mansion on a beautiful street.		
8	Four adorable gray bunnies moved into our backyard.		
9	Robert bought an adorable yellow silk tie to wear to school.		
10	We have a purple small old umbrella to use when it rains.		

B. Circle the phrase with the adjectives in the correct order.

Lingkari frasa dengan urutan kata sifat yang benar!

1	a big red dog	a red big dog
2	a fluffy small cat	a small fluffy cat

3	a thick heavy book	a heavy thick book
4	an old blue house	a blue old house
5	a tall green tree	a green tall tree
6	round orange pumpkins	orange round pumpkins
7	a young beautiful lady	a beautiful young lady
8	a cute little girl	a little cute girl

C. Arrange the following words into meaningful phrases.

Susunlah kata-kata berikut ini menjadi frasa yang bermakna!

1	detective/ new/ brilliant/French/film	:
2	a(n) German/brown/enormous/beef/sausage	:
3	a red and white/lovely/marble/Turkish/chess set	:
4	a(n) motorcycling/old/black/dirty/big/jacket	:
5	a green/antique/really/big/old/car	:
6	a big/beautiful/white/building	:

Activity 20



Read the following texts carefully and answer the questions.

Baca teks–teks berikut dan jawablah pertanyaan–pertanyaannya!

Text 1

My Friend, Kinza

I have a close friend. Her name is Kinza Kaira Abriella, but I often call her Kinza. She is a very beautiful and kind friend.

My friend Kinza has such a tall body for a woman that is about 165 cm. She has light skin with long black hair that breaks down to reach the shoulders. Her nose and dimples in both cheeks make Kinza very charming when smiling.

In addition to having a beautiful face, Kinza is also very nice and friendly to everyone. She cannot see other people sad. If her friend is sad, she will cheer them up until her friend can smile again.

Kinza loves reading books. Sometimes I call her "book enthusiast". She loves all kinds of books, ranging from magazines, encyclopedias, comics, and religious books. She has ever told me that books are the windows of the world.

Because of her beautiful look and heart, Kinza becomes a friend who is loved by her friends, as well as me. I admire her so much.

Text 2

My Rabbit

I have a male rabbit named Boli. Boli is an angora rabbit. It is my birthday gift from my uncle. He has a very fat body with very fine white fur. He weighs approximately 57 grams with for about 52 cm body length. Boli has beautiful blue eyes.

Boli does not like being quiet. He likes running and jumping. He is very happy if I let him out and play in the yard.

Boli loves vegetables especially carrots. When it's time to eat, he approaches me. Although Boli loves carrots, I always give him additional foods such as multivitamins and minerals.

In spite of being very active, Boli does not like water. When the bath time arrives, I must try my best to bathe him. Sometimes I have to chase him first and put it in a special tub.

Because of his very adorable body and behavior, I love Boli very much. I hope Boli can always accompany me every day.

Text 3

My Camera

My favorite thing is my camera. It is a brand new digital camera. I really love it. My father gave this camera on my 16th birthday.

My digital camera is black. It is the newest product of a famous camera company. It is one of the larger types of camera which is named DSLRs (Digital Single Lens Reflex) because we can see the image directly through the lens that are used to take the image. When the shutter is pressed, a mirror flips up to expose the sensor to light. It also has the largest sensors, which in general allows me to get the best quality pictures, especially in low-light conditions.

I love my digital camera. I usually bring it in every special moment in my life, such as birthday, wedding, and many other occasions. I hope that this camera will always accompany me and there will be many more special events captured by this camera.

No	Questions	Your answers		
		Text 1	Text 2	Text 3
1	What is the text about?			
2	What is the writer's intention of writing the text?			
3	Do you find the following information in the text? a. name b. age c. color d. type			

No	Questions	Your answers		
		Text 1	Text 2	Text 3
	e. function f. habit g. personality h. physical characteristic			
4	Is there any identification part in the text?			
5	What description can you find in the text?			
6	Identify some adjectives used in the text.			
7	What similarities can you find in the texts above?			
8.	What differences can you find in the texts above?			

Let's Check

Activity 1



Pay attention to the picture carefully. Then, write sentences describing Britney Spears based on the information in the picture.

Perhatikan gambar dengan seksama. Kemudian tulis kalimat-kalimat yang mendeskripsikan Britney Spears berdasarkan informasi pada gambar!

Britney Spears

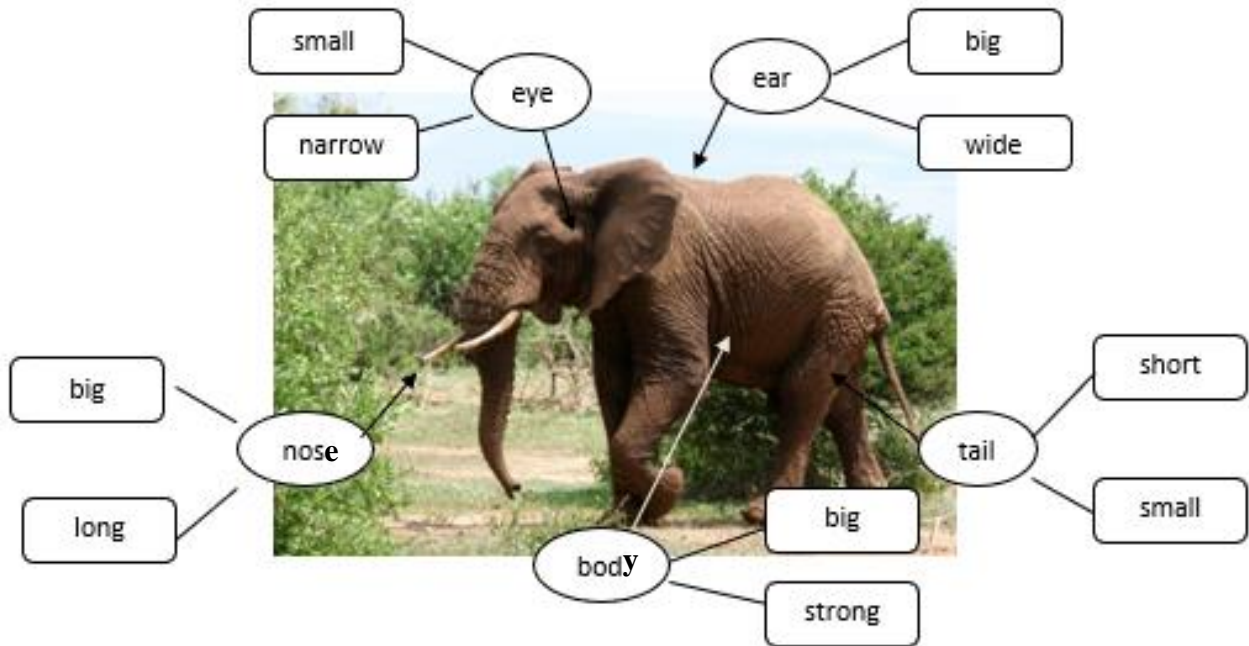
face	She has an oval face. / Her face is oval.
lips	
body	
hair	
eyes	
nose	

Activity 2



Pay attention to the picture carefully. Then, write sentences based on the information on the picture.

Sekarang mari kita praktik mendeskripsikan binatang. Perhatikan gambar dengan seksama. Kemudian, buatlah kalimat–kalimat berdasarkan informasi pada gambar.



Bona, a new member of Gembira Loka Zoo

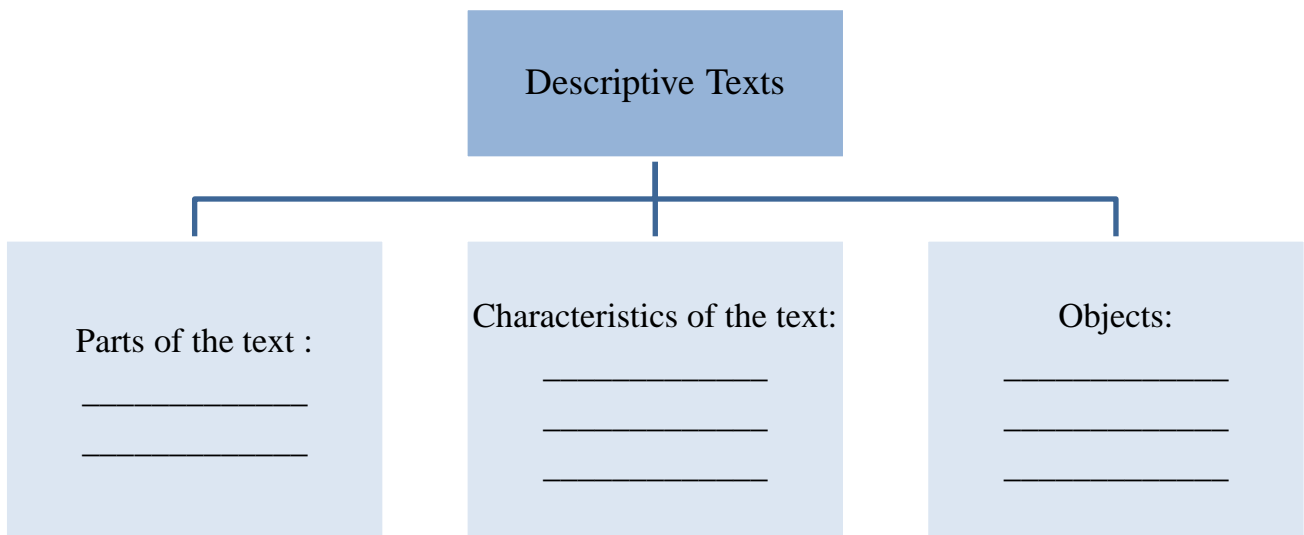
ear	It has wide big ears.
eye	
nose	
body	
tail	

Let's Sum up



Now it's time for you to summarize what you have learnt so far in this lesson. Complete the diagram with the appropriate information.

Sekarang waktunya untuk merangkum apa yang sudah Ananda pelajari di pembelajaran ini. Lengkapilah diagram berikut dengan informasi yang sesuai!



Let's Reflect



Give a tick(✓) in the appropriate column to reflect about yourself.

Beri tanda centang (✓) pada kolom yang sesuai untuk merefleksikan diri Ananda.

Statements	Very Good	Good	OK	Need Improvement
I can identify the social function of the text.				
I can identify the parts of the text.				
I can identify the use of Simple Present Tense.				
I can identify the adjectives used in the text to describe the object.				

Answer Key

Let's Get Ready

ADJECTIVES

FIND THE OPPOSITES OF THE ADJECTIVES.

U	B	L	Y	F	C	R	O	P	S	W	E	A	K	
P	O	F	U	L	L	E	D	O	Z	E	L			
I	S	W	E	A	E	S	M	T	R	A	D	G	F	
S	L	O	W	I	A	C	H	K	N	H	I	W		
G	A	Q	U	E	N	S	D	I	V	O	A	N	E	
L	Z	P	I	C	E	L	O	N	G	Y	R	C	H	
R	E	S	A	N	D	W	A	I	C	P	D	F	Y	
Y	A	H	E	A	V	Y	R	M	S	L	W	E	P	
N	S	E	A	L	O	O	K	N	H	D	O	I	O	
T	Y	N	C	H	E	A	P	O	D	E	R	N	O	
U	P	D	V	N	S	U	T	I	R	E	K	D	R	
H	A	R	G	E	A	F	P	S	Y	G	I	T	E	
O	L	G	O	L	D	S	W	I	Z	H	N	A	Q	
S	H	O	R	T	L	W	I	N	E	W	G	R	S	

ADJECTIVES TO FIND: FAT, HAPPY, HOT, WET, LIGHT, RICH, DIRTY, SMALL, EXPENSIVE, DIFFICULT, TALL, STRONG, FAST, LAZY, OLD, EMPTY.

Let's Study

Activity 1

1.	birthday		A.	Allan Radcliffe
2.	birthplace		B.	blue
3.	eyes		C.	brown
4.	father's name		D.	football, gymnastic
5.	full name		E.	loyal, shy, humorous
6.	hair		F.	Fullham, London
7.	height		G.	Daniel Jacob Radcliffe
8.	hobby		H.	Marcia Gresham
9.	nick name		I.	no brother, no sister
10.	nose		J.	Dan
11.	mother's name		K.	23 July 1989
12.	personality		L.	white
13.	sibling		M.	pointed
14.	skin		O.	168 cm



Activity 2

1. The text is about Daniel Jacob Radcliffe.
2. To describe Daniel Jacob Radcliffe.
3. To know Daniel Jacob Radcliffe well.
4. Daniel Jacob Radcliffe.
5. The twenty-third of July nineteen eighty-nine.
6. Alan Radcliffe and Marcia Gresham.
7. He has white skin, dark brown hair, blue eyes, and pointed nose. His height ia about 168 cm.
8. He is loyal, down to earth, humorous, intelligent and mysterious.

Activity 3 Practise pronouncing the words.

Activity 4 Read the explanation and try to understand it.

Activity 5

<p>I have so many friends in my school. One of them is Daniel Jacob Radcliffe. He was born in Fullham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham.</p>	 <p>Identification</p>
<p>Dan has white skin, dark brown hair, blue eyes, and pointed nose. His height is about 168 cm. He is a loyal, shy, down to earth and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.</p>	 <p>Description</p>

Activity 6 Read the explanation and try to understand it.

Activity 7

Simple Present Tense	Adjectives	Linking Verbs
<ul style="list-style-type: none"> • His nickname is Dan • He is the only child • ... • He has white skin ... • He is a loyal ... • He is also intelligent • ... • He loves football, ... 	<ul style="list-style-type: none"> • white • dark brown • blue • pointed • loyal • shy • intelligent • mysterious 	<ul style="list-style-type: none"> • has • is

Activity 8

ADJECTIVES FOR DESCRIBING ...				
SOMEONE'S AGE	SOMEONE'S BUILD	SOMEONE'S FACE	SOMEONE'S APPEARANCE	SOMEONE'S PERSONALITY
<ul style="list-style-type: none"> old young middle-aged 	<ul style="list-style-type: none"> tall slim thin far short 	<ul style="list-style-type: none"> square round oval 	<ul style="list-style-type: none"> gorgeous attractive elegant beautiful cute handsome 	<ul style="list-style-type: none"> helpful friendly hardworking kind-hearted shy naughty

Activity 9

<ol style="list-style-type: none"> 1. He is an old man with gray hair. 2. She has got a pony tail. 3. He has sideburns. 4. He has beard. 5. He has a moustache. 6. She has long wavy hair. 	<ol style="list-style-type: none"> 7. He is middle aged. 8. She has curly hair. 9. She has straight brown hair. 10. She has medium length black hair. 11. She has long blond hair. 12. She has got a bun.
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Activity 10

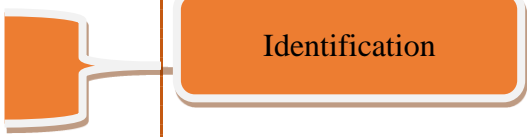
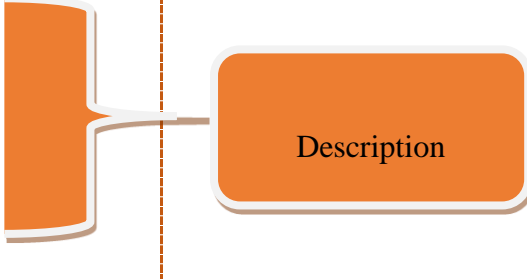
1. honest	5. selfish	9. punctual	13. tidy	17. quiet
2. stubborn	6. hard working	10. cheerful	14. easy going	18. polite
3. generous	7. shy	11. clever	15. confident	19. helpful
4. sociable	8. sensitive	12. big-headed	16. patient	20. bossy

Activity 11








1. The text is about the writer's pet.
2. Mio is a male Persian cat.
3. He is cute and classy. His fur is beautiful. He has thick soft hair.
4. He likes eating canned and dried food.
5. He doesn't do much meowing.
- 6.

Identification	Description		
	Description of appearance	Physical description	Description of habit
I have a pet named Mio. It is a male Persian cat.	Mio looks cute and classy	His fur is beautiful. He has thick soft hair.	Every three months he gets vitamin shots and other precaution measure. Mio is a modern cat. He likes eating canned and dried food. When Mio doesn't feel well, he doesn't do much meowing and eats less than usual.

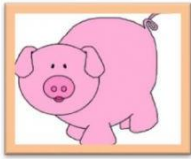

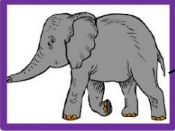

Activity 12

I have a pet named Mio. It is a male Persian cat.	
I have a pet named Mio. It is a male Persian cat. His fur is beautiful. He has thick soft hair. Every three months he gets vitamin shots and other precaution measure. Mio is a modern cat. He likes eating canned and dried food. When Mio doesn't feel well, he doesn't do much meowing and eats less than usual.	

Activity 13

 <p>big black</p>	 <p>big yellowish</p>	 <p>big heavy slow</p>
 <p>small quick</p>	 <p>big sleek fast</p>	 <p>small orange</p>
 <p>fat yellowish</p>	 <p>small green fast</p>	 <p>little quick</p>
 <p>small quick</p>	 <p>tall yellowish slow</p>	 <p>big dark fast</p>

Activity 14

	<p>It has one big mouth.</p> <p>It has a long tail.</p> <p>It has short legs.</p> <p>It is green.</p>
	<p>It has two big ears.</p> <p>It has a small tail.</p> <p>It has a long nose.</p> <p>It is grey.</p>
	<p>It has four legs.</p> <p>It has a small tail.</p> <p>It has two small eyes.</p> <p>It is pink.</p>
	<p>It has four long legs.</p> <p>It has a long neck.</p> <p>It has two small ears.</p> <p>It is yellow and brown.</p>

Activity 15

1. The writer's favorite toy
2. A child
3. Cute and little red and green mitten
4. Cute little mittens
5. Round
6. In a big box in the play area
7.
 - Mitten
 - The nose of the toy
 - The writer
 - The toy's
8. gloves

Activity 16

My favourite toy is my cute little snowman which has cute little mittens.		Identification
They are green and red. His nose is not a triangular carrot; it's round. He lives in my toy box in the play area. His home is a big box with some hay and a photograph.		Description

Activity 17

1. opinion	delicious, repulsive, boring	9. color	white, blue
2. size	medium, long, tall, tiny	10. pattern	plaid, striped
7. shape	square, round	11. origin	Canadian, Mexican, British,
8. condition	empty, deep	10. material	brass, glass, plastic, wooden
9. age	old, younger	10. purpose	sewing, swimming

Activity 18 Read the explanation to study about the order of adjectives in noun phrase.

Activity 19

A

No	Sentences	True	False
1	That big red truck moves slowly.	v	
2	My Mom is a short Russian woman.	v	
3	England is an entertaining big old country.	v	
4	Sophie ate a Chinese small delicious cookie.		v
5	The team has three leather oval footballs to use for practice.		v
6	Brian and Messy are selling twelve small fresh orange tangerines.		v

No	Sentences	True	False
7	My family has a fantastic gigantic mansion on a beautiful street.	v	
8	Four adorable gray bunnies moved into our backyard.	v	
9	Robert bought an adorable yellow silk tie to wear to school.	v	
10	We have a purple small old umbrella to use when it rains.		v

B

1	a big red dog	a red big dog
2	a fluffy small cat	a small fluffy cat
3	a thick heavy book	a heavy thick book
4	an old blue house	a blue old house
5	a tall green tree	a green tall tree
6	round orange pumpkins	orange round pumpkins
7	a young beautiful lady	a beautiful young lady
8	a cute little girl	a little cute girl

C

1. a brilliant new French detective film.
2. an enormous brown German beef sausage
3. a lovely red and white Turkish marble chess set
4. a dirty big old black motorcycling jacket
5. a really big old antique green car
6. a beautiful big white building

Activity 20

No	Questions	Your answers		
		Text 1	Text 2	Text 3
1	What is the text about?	The writer's friend	The writer's rabbit	The writer's camera
2	What is the writer's intention of writing the text?	To describe her/ his friend	To describe her/ his rabbit	To describe her/ his camera
3	Do you find the following information in the text? a. name b. age c. color d. type e. function f. habit g. personality h. physical characteristic	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
4	Is there any identification part in the text?	✓	✓	✓
5	What description can you find in the text?	name, age, habit, personality, physical appearance	name, age, color, habit, physical characteristic	color, type, function
6	Identify some adjectives used in the text.	close, beautiful, kind, tall, light, long, black, ...	male, fat, fine, white, beautiful, blue	new, famous, larger, black, largest
7	What similarities can you find in the texts?	The intention of writing the texts , the use of some adjectives, the parts of the text		
8	What differences can you find in the texts?	The topics, the descriptions		

Let's Check

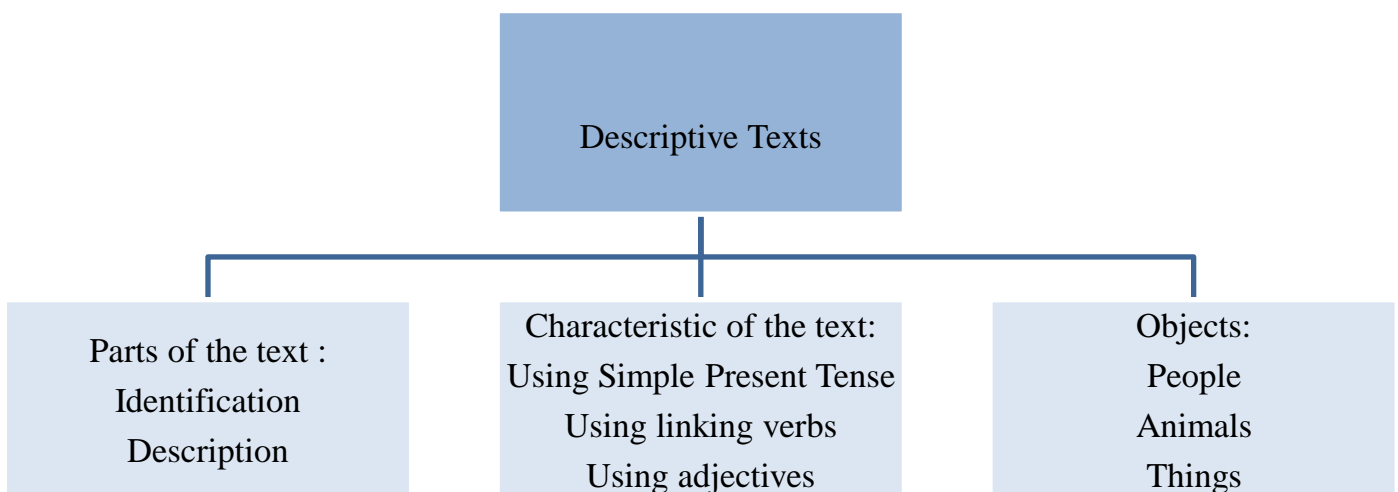
Activity 1 (sample of answer)

Britney Spears	
face	She has an oval face. / Her face is oval.
lips	She has thin lips
body	She is slim
hair	She has blond hair. Her hair is long and wavy
eyes	She has slanted brown eyes.
nose	She has a pointed nose.

Activity 2 (sample of answer)

Bona a new resident of Gembira Loka zoo.	
ear	It has big wide ears.
eye	It has small narrow eyes.
nose	Its nose is big and long.
body	It has a strong big body.
tail	Its tail is small and short.

Let's Sum up

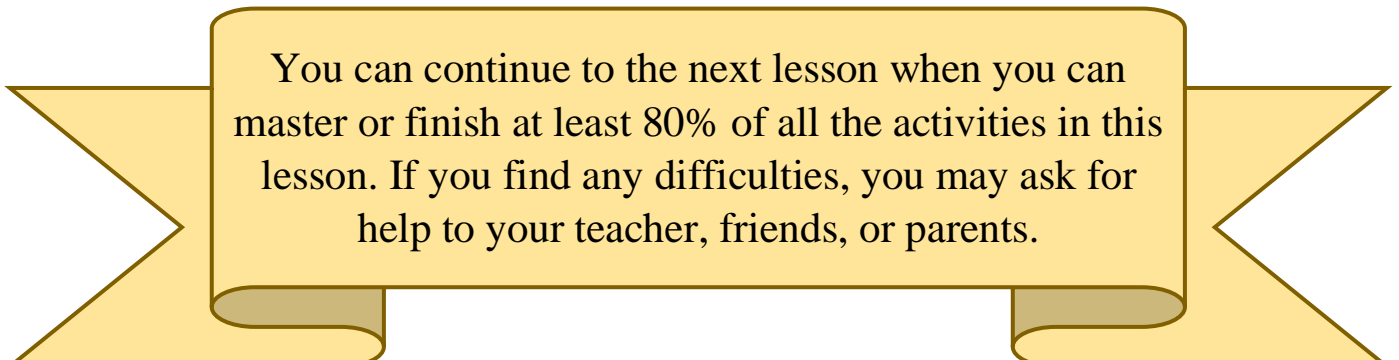




Listening Script

Activity 1

Well students, I have many friends. Let me tell you one of them, Daniel Jacob Radcliffe. His nickname is Dan. He was born in Fullham London, 23 July 1989. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has white skin, dark brown hair, blue eyes, and pointed nose. He is about 168cm tall. He is a loyal, shy, down to earth and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.



You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends, or parents.

Lesson 3

Will You Practice?

At the end of the lesson, you will be able to apply your knowledge about descriptive texts jointly with your teacher, friends, or family members.

Let's Get Ready



Read the text carefully to understand it well. Then, guess what animal it is.

Baca teks berikut dengan seksama untuk memahaminya! Kemudian, tebak binatang apa!

The following words may help you.

Kata-kata berikut mungkin membantu Ananda.

• bark	: menggonggong
• companion	: teman
• leap	: melompat
• mane	: surai
• perfect	: sempurna
• pouch	: kantung
• powerful	: kuat
• scale	: sisik
• snout	: moncong
• stripes	: loreng - loreng

WHAT ANIMAL AM I?

1. I am very big and strong. I am grey. I live in Africa. I have four legs. I eat leaves.
2. I look like a horse but I have got black and white stripes. I live in Africa. I eat grass.
3. I am very small and usually grey. I have got a long tail. I like cheese.
4. I am pink and I have a large head with a long snout. I am an omnivore.
5. I am very long and have not got any legs. I eat small animals. I can be dangerous.

WHAT ANIMAL AM I?

6. I have grasping hands and feet. I can climb trees. I live on nuts and fruits. I love bananas.
7. I am a reptile. I look like a big lizard. I can walk or swim. I have scales and sharp teeth.
8. I am a big cat with a mane. My legs are short but powerful. I am a carnivore and a hunter.
9. I have four legs. I am the perfect companion of humans. I bark.
10. I am an Australian marsupial. I have powerful legs to leap. My babies grow into my pouch.

Let's Study

Activity 1



Watch the video by clicking the link below. If you cannot access it, your teacher will read the text for you, or you can ask your parents or your brother/sister to read the text for you. Then, complete the following table with the information from the text. Discuss your answer with one of your friends.

Saksikan video dengan mengklik tautan di bawah ini! Jika Ananda tidak dapat mengaksesnya, bapak/ibu guru akan membacakan teks, atau Ananda bisa meminta bantuan orang tua atau saudara untuk membacakannya. Kemudian, lengkapi tabel berikut dengan informasi yang Ananda peroleh dari teks! Diskusikan jawaban Ananda dengan salah satu teman!

<https://youtu.be/bRo1LVq-acw>

	Person 1	Person 2
name		
height		
hair		
body		
appearance		

Activity 2



Pay attention to the table in Activity 1. Work in pairs to write some sentences describing George and Jessica based on the information in the table.

Perhatikan tabel di Activity 1. Bekerjalah berpasangan dengan salah satu teman untuk menulis kalimat–kalimat yang mendeskripsikan George dan Jessica berdasarkan informasi di dalam tabel!

George Hawkins	Jessica
1. -----	1. -----
2. -----	2. -----
3. -----	3. -----
4. -----	4. -----

Activity 3



Find a partner to work in pairs to act as Samantha and Tony in the video that you watch. Samantha is describing George Hawkins to Tony. Use the information in the table in Activity 1 to describe George. Please, record it, and then, send it to your teacher.

Carilah satu teman untuk kerja berpasangan mempraktikkan percakapan sebagai Samantha dan Tony! Samantha mendeskripsikan George Hawkins kepada Tony. Gunakan informasi di dalam tabel di Activity 1 untuk mendeskripsikan George! Rekamlah dan kemudian kirimkan kepada guru Ananda.

Samantha:

Don't you remember George Hawkins? Okay, I'll describe him. He is really tall. He

.....

.....

.....

.....

.....

Activity 4



Discuss the sentences in Activity 2 with your friend. In pairs compose a written description of Jessica by completing the text.

Diskusikan kalimat–kalimat di Activity 2 dengan teman Ananda! Secara berpasangan susunlah teks deskripsi tulis tentang Jessica dengan melengkapi teks berikut!

Identification: Jessica is George’s wife.

Description: She is

.....

.....

.....

.....

.....

.....

Activity 5



Read the following text carefully. Find a friend to fill in the table with the appropriate information from the text.

Bacalah teks berikut dengan seksama. Kemudian carilah teman untuk berdiskusi untuk melengkapi table dengan informasi yang tepat berdasarkan teks.

I have a favorite doll. It is an original Teddy Bear from America. I put it on a cabinet next to my bed. Sometimes I use it as a pillow.

My Teddy Bear is very big, and the colour is brown. It is about 150 centimeters tall and the width is about 50 centimeters. When I put it on my bed, it occupies half of it. It is almost as big as my body. It is made of a typical kind of fabric called *rasfur*. The head is round with the size of 25 centimeters. It has two ears which are located on top of its head. The shape of the ear is half circle and the size is half of my palm. The colour of its eyes is dark brown. I think it is made of glass since I can see through it. It has a light brown ribbon encircling its neck. On the sole of each foot, there is a paw pattern made of smooth fabric.

Object being described	:
origin	:
size	:
Color	:
Height	:
Width	:
material	:
Head	:
Ears	:
Eyes	:
accessories	:
Foot	:

Activity 6



Discuss the information in the table of Activity 5 with your friends. And then, tell your friends about Teddy Bear based on the information in the table.

Diskusikan informasi yang ada pada tabel di Activity 5 dengan temanmu. Kemudian, ceritakan Teddy Bear kepada temanmu berdasarkan informasi yang terdapat pada tabel!

Activity 7



To celebrate its anniversary, your school holds an English contest to present its description orally. The description must be presented in collaboration with a friend. So, describe your school orally with a friend.

Untuk merayakan ulang tahun sekolah, sekolah Ananda mengadakan kontes Bahasa Inggris untuk menampilkan deskripsi sekolah secara lisan. Deskripsi sekolah tersebut harus ditampilkan bersama dengan seorang teman. Jadi, deskripsikan sekolahmu secara lisan dengan seorang teman.

Activity 8



To celebrate your school anniversary, your school holds a writing contest to describe your school in English. The text must be written in collaboration with a friend. So, write the description of your school with a friend.

Untuk merayakan ulang tahun sekolah, sekolah Ananda mengadakan kontes menulis deskripsi sekolah dalam Bahasa Inggris. Teks tersebut harus ditulis bekerjasama dengan teman. Jadi, tulislah deskripsi sekolahmu dengan seorang teman.

Let's Check

Activity 1



Find a partner to practice describing a person/thing/animal orally. Describe your idol, pet or favorite thing to someone else. Record your speaking and then, send the recording to your teacher.

Cari teman untuk praktik mendeskripsikan orang/benda/binatang secara lisan! Deskripsikan idola, binatang peliharaan, atau benda kesayangan! Rekam saat Ananda berdua berbicara dan kirimkan rekaman tersebut kepada bapak /ibu guru!

Activity 2



Work in pairs to write a description of a person/thing/animal. First, discuss what object you are going to describe, a person, an animal or a thing. Next, discuss the identification and what aspects you are going to describe. Then, write the text.

Tulis deskripsi tentang orang/benda/binatang secara berpasangan! Pertama-tama diskusikan tentang obyek apa saja yang akan dideskripsikan, orang, binatang atau benda! Kemudian, diskusikan identifikasi dan unsur apa saja yang akan dideskripsikan! Lalu, tulislah teksnya!

Blank writing area with horizontal lines for text entry, enclosed in a dashed yellow border.

Let's Sum up



Fill in the following table to sum up what you have learned so far. When describing people, things, or animals, consider the following points.

Isi tabel berikut untuk merangkum apa yang sudah Ananda pelajari! Ketika mendeskripsikan orang, benda, atau binatang, perhatikan poin-poin berikut ini!

Descriptive Texts		
Topic of the Texts	Parts of the Texts	Linguistic Features of the Texts

Let's Reflect



Fill in the following table to reflect yourselves during and after the lesson.

Isi tabel berikut untuk merefleksikan diri Ananda selama dan setelah pembelajaran!

	Very Good	Good	OK	Need Improvement
I can write a descriptive text.				
I can write the identification part of the descriptive text.				
I can write the description part of the descriptive text.				
I can use the Simple Present Tense in the descriptive text.				
I can use the linking verbs.				
I can use adjectives correctly.				

Answer Key

Lets' Get Ready

1. elephant	6. monkey
2. zebra	7. crocodile
3. mouse	8. lion
4. pig	9. dog
5. snake	10. kangaroo

Let's Study

Activity 1

	Person 1	Person 2
name	George Hawkins	Jessica
height	really tall, 64 inches	short
hair	short black hair	long blond hair
body	a little bit overweight	very thin
appearance	dresses very well	very stylish

Activity 2

George Hawkins	Jessica
1. George Hawkins is really tall.	5. Jessica is kind of short.
2. He is about 64 inches.	6. She has long blond hair.
3. His hair is short and black.	7. She is very thin.
4. He is a little overweight.	8. She is very stylish.

Activity 3 (Sample of answer)

Samantha:

Don't you remember George Hawkins? Okay, I'll describe him. He is very tall, about 64 inches. His hair is short and black. He is very fat. He wears glasses and dresses very well.

Activity 4 (Sample answer)

Identification: Jessica is George's wife.

Description: She is a short woman. She has blond hair. Her hair is long. She is very thin. She is very stylish

Activity 5

Object being described	: a doll, Teddy Bear
origin	: America
size	: very big
color	: brown
height	: 150 centimeters
width	: 50 centimeters
material	: a typical kind of fabric, rasfur
head	: round, the size of 25 centimeters
ears	: two, half circle, half of palm, on the top of its head
eyes	: dark brown
accessories	: a light brown ribbon
foot	: paw pattern on its sole

Activity 6 (sample of answer)

Let me tell you about my favorite thing, a doll. It is an original Teddy Bear from America.

My Teddy Bear is very big, and it is brown. It is about 150 centimeters tall and the width is about 50 centimeters. It is almost as big as my body. It is made of typical kind

of fabric called *rasfur*. The head is round with the size of 25 centimeters. It has two ears which are located on top of its head. The shape of the ear is half circle and the size is a half of my palm. The colour of its eyes is dark brown. I think it is made of glass since I can see through it. It has a light brown ribbon encircling its neck. On the sole of each foot, there is a paw pattern made of smooth fabric.

Activity 7

You : Good morning everyone. Here, my friend, Yashinta and I, Amara, would like to present the description of our school.

I think everyone knows that our school is one of the best schools in our town. It's no wonder why many children want to study here, in this school. Do you know why? It is because the school always gets the first rank in every competition.

Your friend: Besides the achievements in many competitions, the school has the most complete facilities. The school building area is around 2 hectares, and there are some buildings. When we enter the school, we can see the first local building, the teachers' lounge, administrative offices, and student activities space. After passing the first building of the school building complex, we can find a class building complex. It consists of a classroom room on the north, two classrooms on the south, and three classrooms on the west.

You: Then, when we go to the middle of the class buildings there is a very broad field. The students usually play basketball, football, and even badminton or tennis here, in this field.

As we know that our school has the most complete facilities. There are so many facilities here such as science laboratory, language laboratory, library, green house, multimedia room, hall, parking area, and a fitness room.

Your friend: Although our school has so many buildings, it looks green and shady because there are many plants in all corners, even, in front of each classroom, there is a quite large flower garden.

You: That's all about our presentation of our school, the best school in this town. We should be proud of being the students of this school. Thank you very much for your attention.

Activity 8

My School

My school is one of the best schools in my town. Many students want to be the students of this school because it always gets the first rank in every competition.

Besides the achievements in many competitions, the school also has the most complete facilities. The school building area is around 2 hectares. There are some buildings in it. In the first building, there are the teachers' lounge, administrative offices, and student activity space. The second building is the school building complex. In this complex, there is a classroom on the north, two classrooms on the south, and three classrooms on the west.

In the middle of the class buildings there is a very large field to play basketball, football, badminton or tennis. My school has the most complete facilities. There are so many facilities such as science laboratory, language laboratory, library, green house, multimedia room, hall, parking area, and a fitness room.

Although the school has so many buildings, it looks green and shady because there are many plants in all corners. Even in front of each classroom, there is a quite large flower garden.

Let's Check

Activity 1 (sample answer)

Hi, Sinta! You know what? I have a new bicycle. I think it is the best bicycle I have ever had. The frame is white, but the saddle and the handgrips are black. It has two wheels and black tires. It has some levels of speed. It has a basket in front of it to put in my things. It makes me easier to bring the things anywhere.

Activity 2 (sample answer)

My Best Friend

My best friend is one of my classmates. His name is Aliando.

He is a tall boy, about 175 cm. He has a well-built body because he likes doing sport. He has a round face with a pointed nose. His eyes are sharp.

He is kind-hearted, truthful and hardworking. He is very punctual. He always does his homework.

He likes doing sport and playing music. He can play a guitar well. I am happy to have such a friend. He always inspires me to work harder.

Let's Sum up

Descriptive Texts		
Topic of the Texts	Parts of the Texts	Linguistic Features of the Texts
<ul style="list-style-type: none">• people• animal• thing	<ul style="list-style-type: none">• identification• description	<ul style="list-style-type: none">• simple present tense• adjectives

You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for a help to your friend or teacher.

Listening Script

Activity 3

Available on: (<https://youtu.be/bRo1LVq-acw>)

- Samantha : Do you remember George Hawkins?
- Tony : George Hawkins? That name sounds familiar. What does he look like?
- Samantha : He is really tall. He is about 64 inches tall. He has short black hair. He is a little bit overweight. He sometimes wears glasses and dresses very well. He usually wears a suit.
- Tony : That's name rings a bell, but I can't picture him.
- Samantha : You met him last year at the Christmast party.
- Tony : I am sorry I don't remember him.
- Samantha : His wife's name is Jessica. She is a kind of short. She has long blond hair. She is very thin and very stylish.
- Tony : Oh yes, of course I remember her. I was talking with her at Bill's birthday party.
- Samantha : They invite us for dinner next week.
- Tony : It's sounds good. Let's go.

Lesson 4

Will You Perform?

At the end of the lesson you will be able to apply your knowledge of descriptive texts independently.

Let's Get Ready



Listen to the song by clicking the link. However, if you cannot access the link, please read the lyrics and then, answer the questions.

Dengarkan lagu dengan mengklik tautan berikut! Akan tetapi kalau Ananda tidak dapat mengakses tautan tersebut, baca lirik lagunya dan kemudian jawablah pertanyaan-pertanyaannya!

<https://youtu.be/DibjyhN6TC8>

I'm a little teapot
Short and stout
Here is my handle
Here is my spout
When I get all steamed up
Hear me shout
Tip me over and pour me out

I'm a clever teapot
Yes, it's true
Here is an example of what I can do
I can change my handle into a spout
Tip me over and pour me out

1. What is the song about?

2. What does the teapot look like?

3. What does the teapot have?

4. Why does the teapot think that it is clever?

5. What adjectives can you find in the song?

Let's Study

Activity 1



Listen to your teacher carefully. He/she will tell you about his favorite thing, his/her bag. After you listen to him/her, write a text describing the bag that he/she describes.

Dengarkan guru Ananda dengan seksama! Bapak/Ibu guru Ananda akan menceritakan benda favoritnya, sebuah tas. Setelah Ananda mendengarkan deskripsinya, tulis sebuah teks yang mendiskripsikan tentang tas tersebut.

Activity 2



Read the following text carefully. And then, individually describe Jacques orally.

Baca teks berikut dengan seksama. Dan kemudian, deskripsikan Jacques secara lisan secara individu.

Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We've been friends ever since. Jacques is quite good-looking. He's tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes. Jacques is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet. Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea.

A large green speech bubble containing ten horizontal lines for writing.

Activity 3



You are talking on the phone with one of your friends in the elementary school. She is asking about your favorite teacher in your new school, your junior high school. Then, tell her about your favorite teacher.

Ananda sedang berbicara dengan salah satu teman saat di sekolah dasar. Dia menanyakan tentang guru yang paling Ananda suka di sekolah yang baru, di sekolah menengah pertama. Kemudian, deskripsikan guru favorit Ananda!

A large, light green speech bubble with a pointed tail at the bottom left. Inside the bubble, there are 15 horizontal lines for writing.

Let's Check



Last Sunday you and your family visited a zoo. You saw many animals there, but the most impressive one was a giraffe. Your cousin who lives in another city asks you to describe the animal you saw. So, write a description of the giraffe and then send it him/her to his Instagram/Twitter/Whatsapp.

Hari minggu yang lalu Ananda dan keluarga mengunjungi kebun binatang. Ananda melihat banyak binatang disana, tetapi yang paling mengesankan adalah seekor jerapah. Saudara sepupu Ananda yang tinggal di luar kota meminta Ananda untuk mendeskripsikan binatang yang Ananda lihat. Jadi, deskripsikan jerapah yang Ananda lihat, dan kirimkan melalui ke Instagram/Twitter/Whatsappnya.



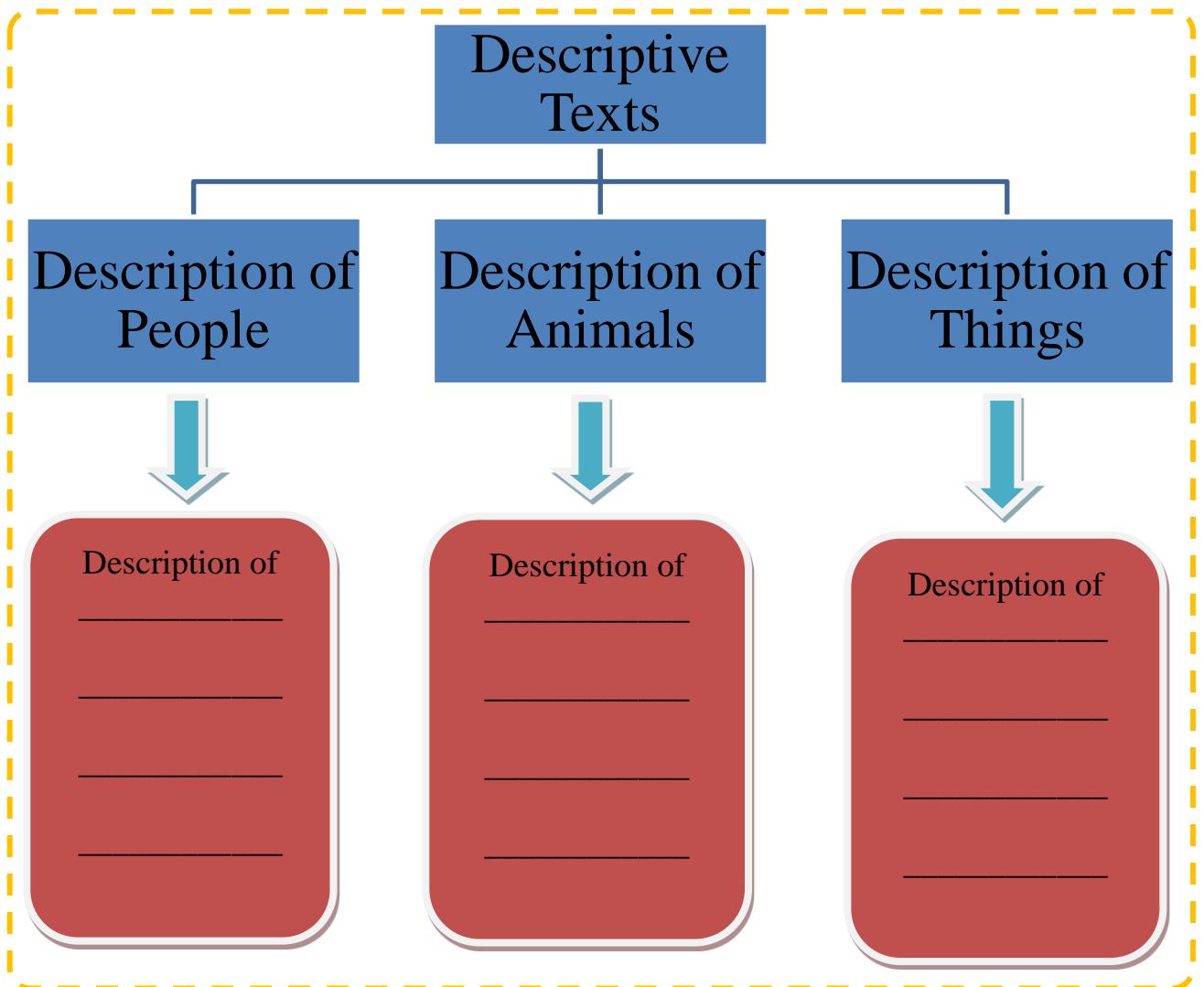
This is the giraffe that I saw in a zoo. It ...

Let's Sum up



Now let's make a summary about what you have learned so far. Fill in the diagram with the appropriate information about descriptive texts.

Sekarang, mari buat kesimpulan tentang apa yang telah Ananda pelajari. Isilah tabel dengan informasi mengenai teks deskriptif!



Let's Reflect



Please fill in the following table to reflect yourselves during and after the lesson.

Silahkan Ananda isi tabel berikut untuk merefleksikan diri Ananda selama dan setelah proses pembelajaran.

Questions	Your answer
I can draft a descriptive text by myself.	<i>Yes / No</i>
I can write the identification part of the text by myself.	<i>Yes / No</i>
I can write the description part of the text by myself.	<i>Oral / Written</i>
I can use the Simple Present Tense in the text by myself.	<i>Yes / No</i>
I can use the linking verbs by myself.	<i>Yes / No</i>
I can use adjectives appropriately by myself.	<i>Yes / No</i>

Answer Key

Lets' Get Ready

1. A teapot
2. Short, stout
3. Handle, spout
4. It can change its handle into a spout.
5. Little, stout, short, true

Let's Study (Sample answer)

Activity 1 (sample answer)

I have a favourite bag. It is a black backpack. It's very simple. It is not only simple but it is also very useful. It has a wide space in it, so I can almost bring anything I need with only one bag.

The bag is made of thick cotton. It has three pouches, namely the big pouch, the average pouch, and the small pouch. Two pouches are in the front side and one big pouch is in the back side. Each pouch has its own zipper. The small pouch is a little bit different from the others because it is covered with rubber. I usually keep my flash drive, key, and pen. I decorate the bag with fake ants and fake spiders by sticking them on it.

Activity 2 (sample answer)

Well, friends, let me tell you about Jacques. He is my close friend. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We've been friends ever since.

You know Jacques is quite good-looking. He's tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jacques is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet. Jacques is very keen on water sports. He likes sailing and spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea.

Activity 3 (sample answer)

Miss Arini is my math teacher. She is also my favorite teacher. She is 35 years old, but she looks younger than her age. She is a passionate and intelligent teacher. Although she is very strict, she is very kind and always encourages her students to work hard and more actively. Learning math with her is fun because she makes math easier to understand.

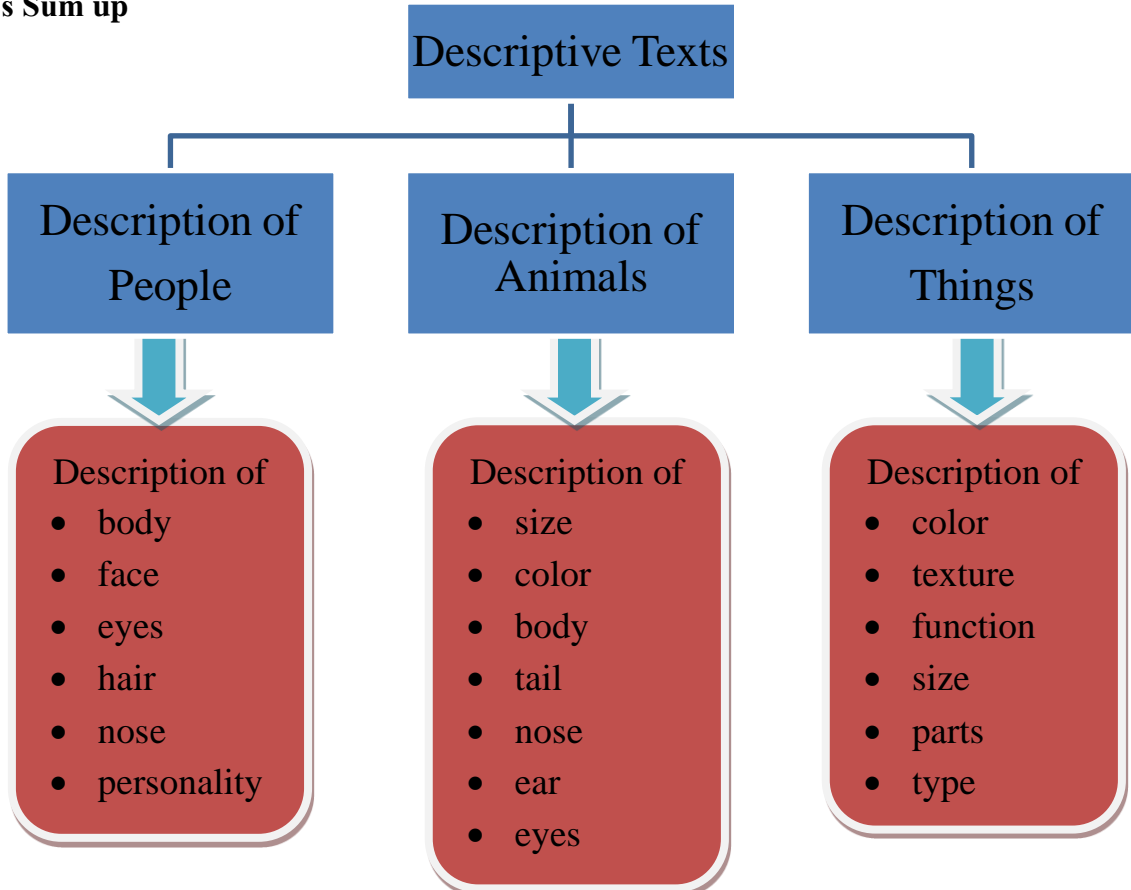
Activity 4 (sample answer)

The type of my pencil case is a long wallet. The length is about 21 centimeters. It is made of synthetic leather and the color is black. The design is simple and I like it. I use it to keep my stationery. The small diagonal stripes fully decorate it. The brand and its logo are printed on the front side of the wallet. It only takes a small space on the right corner of the front side.

Let's Check (sample answer)

This is the giraffe that I saw in a zoo. Its name is Mona. It is very tall. It has a very long neck. It has brown rosette on its body. It can gallop with its long legs. It eats leaves. It can reach leaves on high trees with its long necks.

Let's Sum up



Listening Script

Let's Get Ready

<https://youtu.be/DibjyhN6TC8>

I'm a little teapot
Short and stout
Here is my handle
Here is my spout
When I get all steamed up
Hear me shout
Tip me over and pour me out

I'm a clever teapot
Yes, it's true
Here is an example of what I can do
I can change my handle into a spout
Tip me over and pour me out

Let's study

Activity 1

Let me tell you about my favorite bag. It is a backpack. Do you know I like it? Because it is very simple. It is not only simple but it is also very useful. It has a wide space in it that I can almost bring anything I need with only one bag. I bought it five years ago, and it is still usable until now. Its durability is unquestionable.

The colour of my favorite bag is black. It is made of thick cotton. It has three pouches, the big pouch, the average pouch, and the small pouch. Each of it has its own zipper. The small pouch is a little bit different from the other, because it is covered by rubber. The small pouch is where I usually keep my flash drive, car's key, and pen. I will tell you a secret, if you see my bag from the front side, you will only see two pouches. It is because the big pouch is not accessible from the front side, the zipper is hidden on the back side of the bag and it can only be accessed if I take off the bag from my back, it is very tricky, right? I decorated my bag with fake ants and fake spiders by sticking them on it.

Activity 2

Well, friends let me tell you about Jacques. He is my close friend. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We've been friends ever since.

You know, Jacques is quite good-looking. He's tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jacques is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet. Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea.



Evaluasi

Part A

Choose the correct answer.

Pilihlah jawaban yang benar!

Listen to your teacher carefully to answer questions 1 to 4.

1. What does the text tell us about?
 - A. An older brother.
 - B. The writer's brother.
 - C. An introvert person.
 - D. A patient and kind person.

2. Many people think that the writer and his brother are twins because they
 - A. are introvert persons
 - B. have many similarities
 - C. like to play football together
 - D. are patient and kind persons

3. What will probably happen to the readers after reading the text?
 - A. Be inspired with the characters of the writer's brother.
 - B. Be curious to know more about the writer's brother
 - C. Be eager to get in touch with the writer's brother
 - D. Be willing to go to the writer's house.

4. "We also like to spend the time together by playing game."
What does the underlined word refer to?
 - A. The writer's father and mother
 - B. The writer and his parents.

- C. The writer and his brother.
- D. The writer and his family.

Read the following text to answer questions 5 to 8

Nusa Lembongan is one of the three sets of islands located in the southeast of Bali, Nusa Penida, Nusa Lembongan and Nusa Ceningan. From those three islands, Nusa Lembongan is the best one.

Having the beautiful and natural condition, this island is ready to pamper you. If you like water sports, especially diving or snorkeling, it is recommended for you to decide Nusa Lembongan as the next destination. There are several locations with underwater natural beauty which is not doubtful. Coral reefs and colorful fish are found around the island of Nusa Lembongan. They are so riveting. There are also some equipments for snorkeling and diving to rent.

Most residents of Nusa Lembongan is seaweed farmers. So, it is not be surprising if you get in Nusa Lembongan, you can see seaweed. It is being spread out in the sun. There are also some villages where seaweed cultivation becomes the main commodity. Not infrequently travelers rent a motorbike or bicycle to go around the island. Come and prove the naturalness of this island.

5. What is the writer's intention to write the text?
- A. To ask people to visit the best island in Bali.
 - B. To show the naturalness of the islands in Bali.
 - C. To describe the residents of Nusa Lembongan.
 - D. To promote the attraction of Nusa Lembongan.
6. Why is it recommended for the water sport lovers?
- A. They can enjoy snorkelling and diving there.
 - B. They can prove the naturalness of the island.
 - C. They can rent motorbikes and bicycles to surround it.
 - D. They can see seaweed being spread out in the sun.

7. What will the readers likely do after reading the text?

- A. Take the pictures the island.
- B. Visit the island to enjoy its attraction.
- C. Rent the motorbike to go to the island.
- D. Prepare themselves for snorkeling and diving

8. “They are so riveting.”

The underlined word refers to

- A. coral reefs and colorful fish
- B. several underwater locations
- C. snorkelling and diving equipments
- D. most residents as seaweed farmers

The following texts are for question 9.

Text 1	Text 2
<p>I live with my parents and two brothers in a nice little house on the suburban area of Bogor. I really love our house. It's not large, but very shady and pretty since my parents grow many fruits and flowers in our yard.</p> <p>My house is a two-storey building. It has a living room, a family room, and a large kitchen on the first floor. All bedrooms are located on the second floor. There is also another family room on the second floor. We spend our time together there every evening.</p> <p>My favourite room in the house is the kitchen. It is a very clean and everything is arranged nicely. As you enter the kitchen, you can see a table in front of you. It is on the right side of the room. Behind the table is a window. On the window shelf, there is a plant and a candle. On the left side of the room, there is a sink, refrigerator, and cabinets.</p>	<p>My uncle's house is so amazing. It has the view of the blue sea. The interior design is very modern. The living room has sophisticated furniture. The walls are painted white. It makes the room looks brighter and cleaner.</p> <p>The kitchen is sparkling and well-designed because my uncle is passionate about culinary and does not stop to learn cooking. The bedroom is bordered with a soothing view as I open the casement. The study room is very tidy. There, I usually read and write about my experience.</p> <p>The exterior design is simple but elegant. The roof is brown in color. The gate is brown as well. Every visitor is welcomed by an attractive fountain. The garden is fresh and colorful.</p>

Text 1	Text 2
<p>There is a long counter and beautiful bouquet of flowers.</p> <p>Besides the kitchen, I also like my bedroom. The kitchen, my bedroom is quite messy. I like it because I can do a lot of things there.</p>	<p>My uncle's home is my dream place. It makes my imagination nourish.</p>

9. What do the texts tell us about?
- The writer's houses.
 - Two amazing houses.
 - The writer's parents and uncle.
 - The writer's house and the house of his uncle.

The texts are for question 10.

Text 1	Text 2
<p>I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school. Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.</p> <p>We always spend time together at home. We do many activities as playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take her for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.</p>	<p>My bedroom is spacious. It's about four meters long and three meters wide. There is a bed across the door. A desk and a chair stand near the window. On the corner, stand three door wooden cupboards to keep all of my stuff and my clothes. On the centre of the ceiling, a twenty-watt spiral lamp gives enough light for the entire of the room and functions as a reading lamp as well. I really thank my father, the designer of this room because I have enough space and I stay comfortably in it.</p>

10. Which of the following statements is correct based on the texts?

- A. Text 1 and text 2 have the same topic.
- B. Text 1 is about an animal and text 2 is about a thing.
- C. We can find the description about color in the texts.
- D. We can find the description about a habit in the texts.

Part B

Listen to your teacher carefully. He/she will tell you about one of the tourism objects he/she visited last year. Then, write a text describing the place based on his/her story.

Dengarkan guru Ananda dengan seksama. Guru Ananda akan menceritakan salah satu obyek wisata yang dia kunjungi tahun lalu. Kemudian, tuliskan sebuah dikunjunginya tahun yang lalu. Kemudian tuliskan sebuah teks yang mendeskripsikan tempat tersebut berdasarkan ceritanya.

Part C

Read the following text carefully, and then talk about the person you read. Record it and then, submit it to your teacher.

Bacalah teks dengan seksama, dan kemudian ceritakan tentang orang yang kalian baca tersebut secara lisan. Rekamlah dan serahkan kepada bapak/ibu guru Ananda.

Do you know who Cristiano Ronaldo is? Yes, he is my favourite football player. People usually call her CR7. His full name is Cristiano Ronaldo dos Santos Aveiro. He is a Portugese football player. He was born in Funchal, Madeira Portugal on February 5th, 1985. He is the fourth child of Mr. Jose Diniz Aveiro and Mrs. Maria Dolores Dos Santos Aveiro.

Now, let me tell you about his appearance. He has an athletic body. Do you know how tall he is? He is very tall, about 186 centimetres. His weight is 83 kilograms. His skin is olive. His face is beardless. He also has a nice smile. He has round light brown eyes. He looks masculine with his square face and wavy dark brown hair.

His favourite colour is white and he loves to wear watch. He is very kind and generous. He is not a smoker. He doesn't like to drink alcoholic drinks and he has no tattoo on his body

Part D

Your father just bought you a new mobile phone as a present of your birthday. You really like it and are proud of it. You can't stand telling about it to your best friend, so you call him/her. Describe it to your friend.

Ayahmu baru saja membelikanmu sebuah handphone sebagai hadiah ulang tahunmu. Kamu sangat menyukainya dan sangat membanggakannya. Kamu tidak tahan untuk menceritakannya kepada teman akrabmu sehingga kamu segera meneleponnya. Deskripsikan handphonemu tersebut kepada temanmu.

Part E

Your father has just bought a new house. You and your family just moved to it while your older brother is away. He studies and lives in another city. Your brother is asking you to send him the picture of the new house and its description.

Ayahmu baru saja membeli sebuah rumah baru. Kamu dan keluargamu baru saja pindah ke rumah baru tersebut sementara kakak laki-lakimu sedang pergi. Dia kuliah dan tinggal di luar kota. Dia memintamu untuk mengirimi foto dan deskripsi rumah baru tersebut.

Listening Script

Part A (Text for questions 1 to 4)

Let me tell you about my older brother, his name is Wahyu Riskianto. My older brother and I have a couple of things in common. Both of us have short straight hair. My brother and I also have the same a bit round shaped faces, thin eyebrows, and black eyes. We both have a bit tanned skin since we like to play football together. With all those similarities plus the fact that we are just 4 years different, no wonder if many people think that we are twins.

My brother is an introvert person. He doesn't talk too much to any person who isn't close enough to him. He spends most of his time to learn and train his skill in his hobby. He loves painting and drawing picture. Usually, he draws caricatures or beautiful views. I like his art works. They are pretty colorful and attractive.

My brother is a patient and kind person, especially to me. He always helps me when I have a problem. He is also a quite smart person. So, when I find some troubles with my school tasks, like mathematics or science, I always ask for his help. We also like to spend the time together by playing game. In short, he is the best brother in the world to me.

Part B

Pink Beach

Pink Beach or Pantai Merah Muda is one of the tourism objects in East Nusa Tenggara. It is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also foraminifera, microscopic amoebas that have red body shells.

At Pink Beach, there are so many marine organisms. There are about 1,000 species of fish, 260 species of coral, and 70 species of sponge. Having so much marine life, it is a proper spot for snorkeling and diving for sea sports lovers because of its marine life.



Kunci Jawaban Evaluasi

Part A Pengetahuan

No	Jawaban	Pembahasan
1	B	Pertanyaan ini adalah pertanyaan yang menanyakan topik. Dalam teks deskripsi topik dapat ditemukan di bagian teks <i>Identification</i> . Jawaban disimpulkan dari “ <i>I have an older brother, his name is Wahyu Riskianto.</i> ” Dapat disimpulkan bahwa teks tersebut mengenai saudara laki-laknya penulis yang bernama Wahyu Riskianto.
2	B	Pertanyaan ini adalah pertanyaan yang menanyakan rincian alasan. Jawaban disimpulkan dari “ <i>With all those similarities plus the fact that we just 4 years different, no wonder if many people think that we are twin.</i> ”
3	A	Pertanyaan ini menanyakan tentang dampak setelah membaca teks. Berdasarkan deskripsi di dalam teks, yang lebih dominan mendeskripsikan sifat – sifat yang positif maka dampaknya adalah pembaca terinspirasi untuk mencontoh sifat – sifat tersebut.
4	C	Pertanyaan ini adalah pertanyaan yang menanyakan mengenai rujukan kata. Kata “we” menggantikan kata dimana penulis atau pembicaratermasuk di dalamnya, sehingga dalam konteks ini kata “we” merujuk pada penulis dan saudara laki-laknya.
5	D	Pertanyaan ini adalah pertanyaan yang menanyakan tujuan penulisan teks. Teks ini adalah teks deskripsi tentang tempat. Di dalam teks ini dideskripsikan daya tarik atau fasilitas – fasilitas yang ada di tempat tersebut, sehingga dapat disimpulkan bahwa tujuan penulisan teks ini adalah untuk mempromosikan tempat tersebut.
6	A	Pertanyaan ini adalah pertanyaan yang menanyakan rincian alasan mengapa tempat tersebut direkomendasikan bagi

No	Jawaban	Pembahasan
		pecinta olah raga air. Jawabannya adalah karena di tempat tersebut tersedia fasilitas untuk olah raga air yaitu <i>snorkeling</i> dan <i>diving</i> .
7	B	Pertanyaan ini adalah pertanyaan yang menanyakan mengenai dampak setelah membaca teks. Teks ini mendeskripsikan daya tarik yang ada di tempat tersebut dengan tujuan untuk mempromosikan, maka dampak yang diharapkan adalah bahwa orang akan mengunjungi tempat tersebut setelah membaca teks tersebut.
8	A	Pertanyaan ini adalah pertanyaan yang menanyakan topik. <i>Coral reefs and colorful fish are found around the island of Nusa Lembongan. They are so riveting.</i>
9	D	Pertanyaan ini adalah pertanyaan yang menanyakan topik kedua teks di atas. Kedua teks ini adalah teks deskriptif yang mendeskripsikan benda berupa rumah. Teks 1 mendeskripsikan rumah penulis sedangkan teks kedua mendeskripsikan rumah paman penulis.
10	B	Kedua teks ini adalah teks deskriptif dengan topik yang berbeda. Teks 1 mendeskripsikan tentang binatang, teks 2 mendeskripsikan tentang benda, yaitu kamar tidur. Deskripsi mengenai warna dan kebiasaan hanya ditemukan di teks 1 dan tidak ditemukan di teks 2.

Pedoman Penilaian Part A (Pengetahuan)

Deskripsi	Skor
Untuk nomor 1 – 10 setiap jawaban benar	1
Untuk nomor 1 – 10 setiap jawaban salah	0
Skor maksimal	10

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Nilai Part A adalah nilai Pengetahuan (KD 3.4)

Part B: Rubrik Penilaian Menangkap Makna Teks Lisan

No	Aspek	Deskripsi	Skor
1	Kesesuaian topik dari teks yang dihasilkan dengan teks lisan yang diperdengarkan	Sangat sesuai	3
		Sesuai	2
		Kurang sesuai	1
2	Kesesuaian bagian <i>identification</i> dari teks yang dihasilkan dengan teks lisan yang diperdengarkan	Sangat sesuai	3
		Sesuai	2
		Kurang sesuai	1
3	Kesesuaian bagian deskripsi dari teks yang dihasilkan dengan teks lisan yang diperdengarkan	Sangat sesuai	3
		Sesuai	2
		Kurang sesuai	1
4	Tanda baca dan ejaan	Terdapat kesalahan sejumlah 5 atau kurang dari lima	3
		Terdapat kesalahan antara 5 - 10	2
		Terdapat kesalahan lebih dari 10	1
Jumlah skor maksimal			12

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Nilai Part B adalah nilai ketrampilan menangkap makna teks lisan.

Part C: Rubrik Penilaian Menangkap Makna Teks Tulis

No	Aspek	Deskripsi	Skor
1	Kesesuaian topik dari teks yang dihasilkan dengan teks tulis yang dibaca	Sangat sesuai	3
		Sesuai	2
		Kurang sesuai	1
2		Sangat sesuai	3

No	Aspek	Deskripsi	Skor
	Kesesuaian bagian <i>identification</i> dari teks yang dihasilkan dengan teks tulis yang dibaca	Sesuai	2
		Kurang sesuai	1
3	Kesesuaian bagian deskripsi dari teks yang dihasilkan dengan teks tulis yang dibaca	Sangat sesuai	3
		Sesuai	2
		Kurang sesuai	1
4	Pelafalan	Terdapat kesalahan sejumlah 5 atau kurang dari lima	3
		Terdapat kesalahan antara 5 - 10	2
		Terdapat kesalahan lebih dari 10	1
Jumlah skor maksimal			12

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Nilai Part C adalah nilai ketrampilan menangkap makna teks tulis

$$\text{Nilai KD 4.4.1} = \frac{\text{Nilai Part B} + \text{Nilai Part C}}{2}$$

Part D

Possible Answer

Hello Alya. You know what? My father bought me a new smart phone as a birthday present for me. And you know, it's the one that I really want to have it.

It is the latest product of Xiaomi. Its colour is gold. It is slim with its length of 5.5 inches. It has a arectangle shape. It is made of metal and the screen is made of glass. There is a camera, finger-print, and a speaker on the body. Its case is brown.

Rubrik Penilaian Keterampilan Menyusun Teks Lisan

No	Aspek	Deskripsi	Skor
1	Pelafalan	Tidak ada kesalahan	4
		Terdapat kesalahan antara 0 - 5	3
		Terdapat kesalahan 6 - 10	2
		Terdapat kesalahan lebih dari 10	1
2	Kelancaran	Sangat lancar	4
		Sebagian besar lancar	3
		Sebagian besar tidak lancar	2
		Sangat tidak lancar sehingga tidak bias dipahami	1
3	Tata Bahasa dan kosa kata	Tidak ada kesalahan	4
		Terdapat kesalahan antara 0 - 5	3
		Terdapat kesalahan 6 - 10	2
		Terdapat kesalahan lebih dari 10	1
4	Struktur teks	Bagian teks lengkap (Terdapat identification dan terdapat lebih dari 2 description)	4
		Bagian teks lengkap (Terdapat identification dan terdapat 1 atau 2 description)	3
		Bagian teks tidak lengkap (hanya ada identification atau description saja)	2
		Bagian teks tidak sesuai (tidak ada identification dan tidak ada description)	1
Jumlah skor maksimal			16

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Nilai Part D adalah nilai ketrampilan menyusun teks lisan

Part E: Possible Answer

Our New House

Our new house is located in Nusa Indah Street 09, Kota Baru. It has a land area of 1500 m² and a building area only 300 m². There are several rooms in our house. They are a living room, a family room, a kitchen two bathrooms, three bedrooms and a warehouse.

In the living room there are some sofas, desks, and framed photos on the wall and lavender flowers on the pot. It looks so calm because the colour of the wall is green. The family room is the most spacious room in our house. There are television, chairs, tables, and an aquarium. The kitchen is quite large. There is a bathroom near the kitchen. There are three bedrooms in our house. One of them is our parents' room.

Rubrik Penilaian Keterampilan Menyusun Teks Tulis

No	Aspek	Deskripsi	Skor
1	Ejaan	Tidak ada kesalahan	4
		Terdapat kesalahan antara 0 - 5	3
		Terdapat kesalahan 6 - 10	2
		Terdapat kesalahan lebih dari 10	1
2	Tanda baca	Tidak ada kesalahan	4
		Terdapat kesalahan antara 0 - 5	3
		Terdapat kesalahan 6 - 10	2
		Terdapat kesalahan lebih dari 10	1
3	Tata Bahasa dan kosa kata	Tidak ada kesalahan	4
		Terdapat kesalahan antara 0 - 5	3
		Terdapat kesalahan 6 - 10	2
		Terdapat kesalahan lebih dari 10	1
4	Struktur teks	Bagian teks lengkap (Terdapat identification dan terdapat lebih dari 2 description)	4
		Bagian teks lengkap (Terdapat identification dan terdapat 1 atau 2 description)	3

No	Aspek	Deskripsi	Skor
		Bagian teks tidak lengkap (hanya ada identification atau description saja	2
		Bagian teks tidak sesuai (tidak ada identification dan tidak ada description)	1
Jumlah skor maksimal			16

$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Nilai Part E adalah nilai ketrampilan menyusun teks tulis

$$\text{Nilai KD 4.4.2} = \frac{\text{Nilai Part D} + \text{Nilai Part E}}{2}$$

You can continue to the next module when you can master or finish at least 80% of all the activities in this module. If you find any difficulties, you may ask for help to your teacher, friends or parents.



Glosarium

• age of disappearance	: <i>usia pada saat hilang</i>
• bark	: <i>menggonggong</i>
• case	: <i>tempat</i>
• claim	: <i>mengklaim</i>
• companion	: <i>teman</i>
• dark brown	: <i>coklat tua</i>
• date of missing	: <i>tanggal hilangnya</i>
• date of birth	: <i>tanggal kelahiran</i>
• down to earth	: <i>rendah hati</i>
• entering	: <i>memasukkan</i>
• eyes	: <i>mata</i>
• found	: <i>ditemukan</i>
• gymnastics	: <i>senam</i>
• hair	: <i>rambut</i>
• height	: <i>tinggi badan</i>
• humorous	: <i>suka bercanda</i>
• intelligent	: <i>pintar</i>
• last seen	: <i>terakhir terlihat</i>
• leap	: <i>melompat</i>
• loyal	: <i>setia</i>
• mane	: <i>surai</i>
• mysterious	: <i>misterius</i>

• nickname	: <i>nama panggilan</i>
• owner	: <i>pemilik</i>
• perfect	: <i>sempurna</i>
• pointed nose	: <i>hidung mancung</i>
• pouch	: <i>kantung</i>
• powerful	: <i>kuat</i>
• race	: <i>ras</i>
• required	: <i>yang diminta</i>
• scale	: <i>sisik</i>
• sex	: <i>jenis kelamin</i>
• shy	: <i>pemalu</i>
• somewhat	: <i>agak</i>
• snout	: <i>moncong</i>
• stripes	: <i>loreng - loreng</i>
• unlock	: <i>membuka kunci</i>
• weight	: <i>berat badan</i>




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Daftar Gambar

Pictures	Source
Picture 1	https://static.sederet.com/images/2018/05/missing-1.jpg
Picture 2	https://i.imgur.com/1Dgkf.jpg
Picture3	https://www.meskwaki.org/wp-content/uploads/2019/09/LOST-FOUND-ANNOUNCEMENT-770x645.png
Picture4	https://d1csarkz8obe9u.cloudfront.net/posterpreviews/missing-person-poster-black-and-white-design-template-3d9bf4bc6ae0aca5a0cb93e4d98eec06_screen.jpg?ts=1561444225
Picture 5	https://s3.eu-west-2.amazonaws.com/petsreu/posters/thumbnails/PR35946.png
Picture 6	https://files.liveworksheets.com/def_files/2018/10/24/810241252547596/810241252547596001.jpg
Picture 7	https://7esl.com/wp-content/uploads/2017/12/Order-of-Adjectives-1.jpg



Modul
2



***This song is
just for you...***



Kompetensi Dasar

3.5

- Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs

4.5

- Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs



Peta Kompetensi

Lirik lagu bertema kehidupan remaja SMP/MTs

Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs

Membangun pengetahuan siswa terkait tema/ topik lirik lagu

Menganalisis lirik lagu yang meliputi fungsi sosial, dan unsur kebahasaan.

Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs

Menerapkan pengetahuan tentang fungsi sosial & unsur kebahasaan lirik lagu untuk mendapatkan informasi yang terdapat pada lirik lagu tersebut secara bersama-sama.

Menerapkan pengetahuan tentang fungsi sosial & unsur kebahasaan lirik lagu untuk mendapatkan informasi yang terdapat pada lirik lagu tersebut secara mandiri.



Tujuan Pembelajaran

Pembelajaran ke-	Tujuan Pembelajaran
1	<ol style="list-style-type: none">1. Melalui kegiatan mengamati gambar cover CD album penyanyi solo dan boys band dalam dan luar negeri, siswa dapat menyampaikan pendapat mereka tentang penyanyi dan lagu favorit dengan menjawab beberapa pertanyaan yang disediakan dengan benar.2. Melalui kegiatan mewawancarai teman/keluarga, siswa dapat mengisi tabel tentang penyanyi, lagu dan tema lagu favorit dengan benar.3. Melalui kegiatan menganalisis data pada tabel yang sudah dilengkapi pada aktivitas sebelumnya, siswa dapat menyimpulkan tema dari beberapa lagu favorit di kalangan remaja dengan benar.4. Melalui kegiatan permainan kotak kata, siswa dapat menemukan kosakata yang terkait tema lagu remaja dengan benar.5. Melalui kegiatan membaca teks berupa lirik lagu berbahasa Indonesia bertema IBU, siswa dapat memahami informasi tentang isi lagu tersebut dengan menjawab pertanyaan yang disediakan dengan benar.6. Melalui kegiatan membaca teks berupa lirik lagu bahasa Inggris bertema IBU, siswa dapat memahami informasi tentang isi lagu tersebut dengan menjawab pertanyaan yang disediakan dengan benar.7. Melalui kegiatan membaca dua teks berupa lirik lagu bahasa Indonesia & bahasa Inggris bertema IBU, siswa dapat membandingkan 2 teks tersebut berdasarkan pertanyaan yang disediakan dengan benar.8. Melalui kegiatan menganalisis teks berupa lirik lagu yang ditampilkan dalam moda grafis analisis (memunculkan warna dan kotak serta tanda panah), siswa dapat menafsirkan lirik lagu dengan benar.

Pembelajaran ke-	Tujuan Pembelajaran
	<ol style="list-style-type: none"> 9. Melalui kegiatan melengkapi bagan, siswa dapat menemukan kata-kata kunci terkait tema dan fungsi lirik lagu dengan benar. 10. Melalui kegiatan membaca teks berupa lirik lagu berbahasa Indonesia bertema kerinduan pada IBU, siswa dapat menafsirkan tema dan fungsi sosial teks tersebut dengan benar. 11. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku tekun, tanggung jawab, dan percaya diri. 12. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi. 13. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.
2	<ol style="list-style-type: none"> 1. Melalui kegiatan mengamati gambar dengan tema pengorbanan orang tua demi anak-anaknya, siswa dapat menuliskan kata-kata kunci dalam bahasa Inggris untuk melengkapi bagan terkait gambar dengan benar. 2. Melalui kegiatan membaca teks berupa lirik lagu dalam bahasa Inggris, siswa dapat mengidentifikasi unsur kebahasaan (kosakata & jenis kata) dalam teks tersebut dengan baik. 3. Melalui kegiatan mengisi tabel berdasarkan teks berupa lirik lagu yang telah disediakan, siswa dapat menemukan pola kalimat yang muncul pada teks tersebut dengan benar. 4. Melalui kegiatan membaca teks dan menentukan pernyataan yang benar atau salah tentang teks tersebut, siswa dapat menentukan fungsi sosial teks berupa lirik lagu dengan benar. 5. Melalui kegiatan membaca teks dan menjodohkan pernyataan dengan kalimat pendukung (<i>supporting ideas</i>),

Pembelajaran ke-	Tujuan Pembelajaran
	<p>siswa dapat menentukan fungsi sosial teks berupa lirik lagu dengan benar.</p> <ol style="list-style-type: none"> 6. Melalui kegiatan melengkapi tabel, bagan dan menjawab pertanyaan berdasarkan teks berupa lirik lagu dalam bahasa Inggris yang disediakan, siswa dapat menentukan fungsi sosial dan unsur kebahasaan teks tersebut dengan benar. 7. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku tekun, tanggung jawab, dan percaya diri. 8. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi. 9. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.
3	<ol style="list-style-type: none"> 1. Melalui kegiatan mencermati beberapa <i>quotes</i> terkait kekuatan lagu dan berdiskusi dengan pasangan (teman atau anggota keluarga), siswa dapat menentukan makna <i>quotes</i> tersebut dengan benar. 2. Melalui kegiatan mencermati teks berupa lirik lagu dalam bahasa Inggris dan berdiskusi dengan pasangan (teman atau anggota keluarga), siswa dapat menentukan makna yang terkandung pada teks tersebut dengan benar. 3. Melalui kegiatan mencermati teks berupa lirik lagu dalam bahasa Inggris dan berdiskusi dengan pasangan (teman atau anggota keluarga), siswa dapat melafalkan teks tersebut dengan ucapan dan intonasi yang tepat. 4. Melalui kegiatan melengkapi teks rumpang berupa lirik lagu dalam bahasa Inggris dan berdiskusi dengan pasangan (teman atau anggota keluarga), siswa dapat menentukan makna yang terkandung pada teks tersebut dengan benar. 5. Melalui kegiatan mencermati teks berupa lirik lagu dalam bahasa Inggris dan berdiskusi dengan pasangan (teman atau anggota keluarga), siswa dapat menuliskan kembali (memparafrase) teks tersebut dengan benar.

Pembelajaran ke-	Tujuan Pembelajaran
	<ol style="list-style-type: none"> 6. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku kerjasama, tanggung jawab, dan percaya diri. 7. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi. 8. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.
4	<ol style="list-style-type: none"> 1. Melalui kegiatan melengkapi bagan berdasarkan cuplikan lirik sebuah lagu dalam bahasa Inggris, siswa dapat menyampaikan kesan yang didapatkan dari teks tersebut dengan benar secara mandiri. 2. Melalui kegiatan mencermati teks berupa lirik lagu dalam bahasa Inggris, siswa dapat memahami makna yang terkandung pada teks tersebut dengan benar secara mandiri. 3. Melalui kegiatan melengkapi kalimat rumpang terkait teks berupa lirik lagu dalam bahasa Inggris yang disediakan, siswa dapat menemukan makna yang terkandung pada teks tersebut dengan benar secara mandiri. 4. Melalui kegiatan mencermati teks berupa lirik lagu dalam bahasa Inggris, siswa dapat menuliskan kembali (memparafrase) teks tersebut dengan benar secara mandiri. 5. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan perilaku tekun, tanggung jawab, dan percaya diri. 6. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berliterasi. 7. Melalui berbagai kegiatan pembelajaran, siswa dapat menunjukkan kemampuan berpikir kritis, berkolaborasi, dan berkomunikasi.



Peran Guru & Orang Tua

Pembelajaran ke-	Peran Guru	Peran Orang Tua
1	<ol style="list-style-type: none">1. Mendampingi siswa ketika membahas cover album penyanyi yang disediakan.2. Jika memungkinkan, dapat menyediakan alternatif cover album CD penyanyi lain yang lebih dekat dengan kehidupan siswa.3. Jika siswa mengalami kesulitan dalam mengakses video, guru dapat membantu unruk memberikan contoh cara membacakan lirik lagu yang dibelajarkan4. Memberikan bantuan ketika siswa mengalami kesulitan dalam memahami kata-kata asing.	<ol style="list-style-type: none">1. Mendampingi anak ketika mengerjakan aktivitas pada Pembelajaran 1.2. Jika memungkinkan, membantu anak dalam mengakses video lagu agar anak mengetahui cara pengucapan dari lirik lagu yang diberikan.3. Menjadi penghubung dengan guru ketika anak mengalami kesulitan ketika belajar di rumah.
2	<ol style="list-style-type: none">1. Membantu siswa dalam membacakan lirik lagu dengan pengucapan dan intonasi yang tepat.2. Membantu siswa dalam memahami makna dari isi lirik lagu.3. Membantu siswa dalam memahami konsep kelas kata, khususnya <i>noun</i> dan <i>adjective</i>.	<ol style="list-style-type: none">1. Mendampingi anak ketika mengerjakan aktivitas pada Pembelajaran 2.2. Jika memungkinkan, membantu anak dalam mengakses video lagu agar anak mengetahui cara pengucapan dari lirik lagu yang diberikan.3. Menjadi penghubung dengan guru ketika anak

Pembelajaran ke-	Peran Guru	Peran Orang Tua
	<ol style="list-style-type: none"> 4. Membantu siswa dalam memahami kata-kata baru. 5. Mendampingi siswa dalam mengerjakan aktivitas-aktivitas yang tersedia. 6. Memberikan umpan balik untuk hasil pekerjaan siswa. 	<p>mengalami kesulitan ketika belajar di rumah.</p>
3	<ol style="list-style-type: none"> 1. Membantu siswa dalam membacakan lirik lagu dengan pengucapan dan intonasi yang tepat. 2. Membantu siswa dalam memahami makna dari isi lirik lagu. 3. Membantu siswa dalam memahami kata-kata baru. 4. Mendampingi siswa dalam mengerjakan aktivitas-aktivitas yang tersedia. 5. Memberikan umpan balik untuk hasil pekerjaan siswa. 	<ol style="list-style-type: none"> 1. Jika memungkinkan, membantu anak dalam mengakses video lagu agar anak mengetahui cara pengucapan dari lirik lagu yang diberikan. 2. Berbagi cerita ketika hari kelahiran anak beserta arti dari nama yang diberikan kepada anak. 3. Menjadi penghubung dengan guru ketika anak mengalami kesulitan ketika belajar di rumah.
4	<ol style="list-style-type: none"> 1. Mendampingi siswa dalam mengerjakan aktivitas-aktivitas yang tersedia. 2. Memberikan umpan balik untuk hasil pekerjaan siswa. 	<ol style="list-style-type: none"> 1. Jika memungkinkan, membantu anak dalam mengakses video lagu agar anak mengetahui cara pengucapan dari lirik lagu yang diberikan. 2. Menjadi penghubung dengan guru ketika anak mengalami kesulitan ketika belajar di rumah.

Lesson 1

What Do You Know about It?

At the end of this lesson you will be able to explain various kinds of information about teenage life.

Let's Get Ready



Look at the pictures below carefully and answer the questions that follow.

Cermati gambar-gambar berikut dengan seksama dan jawablah pertanyaan-pertanyaannya!



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5

Questions:

1. Do you know the people in those pictures?

2. What are they?

3. Are there your favourite singers among them?

4. If there are not any, who is yours?

5. What song of your favourite singers do you like best?

6. Write the lyrics of the song for us. Which part of the lyrics do you like best? Highlight by bold typing, underlining, or colouring them.



Let's Study

Activity 1



Let's talk more about favourite singers and songs. Do a very simple study about it. Interview as many people as you can. Use the table provided.

Mari belajar lebih jauh tentang penyanyi dan lagu favorit. Lakukan penelitian sangat sederhana tentang hal tersebut. Wawancarai sebanyak mungkin orang. Gunakan tabel yang sudah disediakan!

No	Name	Age	Favourite singer	Favourite song (Title)	Theme of the song

Activity 2



Have you finished filling in the table? Good job, guys.

Now, it's time to analyse the data by answering the following questions.

Sudahkan Ananda selesai mengisi tabel? Bagus sekali. Sekarang saatnya menganalisis data dengan cara menjawab pertanyaan-pertanyaan berikut!

1. How many people do you interview?

2. How many of them are kids, teenagers and adults?

Kids (under 11 years old): _____, Teenagers (11-17 years old): _____,

Adult (>17 years old): _____.

3. Based on the data, what song theme is the most favourite among the teenagers?

Activity 3



Did you find any difficulties in finding the right English words for the theme of the song? Here is an activity which can help you to improve your vocabulary related to it. There are ten Indonesian words showing the theme/topic of songs in the table. Find the words in the puzzle and then, write them in the table correctly. Number 1 and 2 have been done for you.

Apakah Ananda menemui kesulitan untuk menemukan kata-kata dalam Bahasa Inggris yang tepat untuk tema lagu? Berikut ini aktivitas yang dapat membantu Ananda untuk meningkatkan kosakata terkait hal tersebut. Ada sepuluh kata Bahasa Indonesia pada tabel yang menunjukkan tema/topik lagu. Temukan kata-kata tersebut pada puzzle, dan lalu tuliskan kata-kata yang telah Ananda temukan tersebut dalam tabel dengan benar! Nomor 1 dan 2 sudah dikerjakan untuk Ananda sebagai contoh.

SONGS' THEMES/ TOPICS							
1.	Keluarga	:	Family	6.	Cinta	:	
2.	Persahabatan	:	Friendship	7.	Kesendirian/ kesedihan	:	
3.	Pertenggaran/ Konflik	:		8.	Mimpi	:	
4.	Minat/ hobbi/ Ketertarikan	:		9.	Kebanggaan	:	
5.	Semangat	:		10.	Kekaguman	:	

F	A	M	I	L	Y	A	B	P	D	A	L
Y	R	I	K	A	C	D	T	R	V	I	O
Y	K	I	D	Q	X	Y	Y	I	T	N	N
N	L	W	E	U	B	D	Y	D	D	M	L
K	M	R	I	N	T	E	R	E	S	T	I
I	N	T	W	B	D	T	F	E	B	S	N
H	O	P	Z	U	C	S	K	J	A	K	E
S	P	I	R	I	T	S	H	E	U	M	S
P	Q	D	F	C	K	L	V	I	D	L	S
O	R	N	R	G	Y	O	I	K	P	J	V
T	O	A	T	M	L	T	P	S	S	C	R
C	T	A	D	M	I	R	A	T	I	O	N

Activity 4



It's time to study more about the theme/topic of a song. Here are the lyrics of an Indonesian song. Read them carefully to answer the questions.

Saatnya kita belajar lebih jauh tentang tema/topik lirik lagu. Berikut ini adalah sebuah lirik lagu Indonesia. Bacalah dengan cermat untuk menjawab pertanyaan-pertanyaannya!

Bunda

Pencipta Lagu: Potret

Penyanyi: Potret

Kubuka album biru, Penuh debu dan usang
Kupandangi semua gambar diri, Kecil bersih belum ternoda

* Pikirku pun melayang, Dahulu penuh kasih
Teringat semua cerita orang, Tentang riwayatku

Kata mereka diriku selalu dimanja,
Kata mereka diriku selalu ditimang

Nada-nada yang indah, Selalu terurai darinya
Tangisan nakal dari bibirku, Takkan jadi deritanya
Tangan halus dan suci, Telah mengangkat tubuh ini
Jiwa raga dan seluruh hidup, Rela dia berikan

Kata mereka diriku selalu dimanja,
Kata mereka diriku selalu ditimang
Oh, bunda ada dan tiada
Dirimu 'kan selalu ada di dalam hatiku
Kembali ke *

Video clip dapat diunduh di: https://youtu.be/-A_sQZ6XNCc

Questions:

1. What is the title of the song?

2. Who is the composer?

3. Who is the singer?

4. What is the theme of the song?

5. To whom the song is probably addressed?

Activity 5



Read the song lyrics below carefully to answer the questions.

Bacalah lirik lagu di bawah ini dengan cermat untuk menjawab pertanyaan-pertanyaannya!

Mama's Song

Popularized by: Carrie Underwood

Co-written by: Carrie Underwood

Kara DioGuardi

Marti Frederiksen

Luke Laird

Mama you taught me to do the right things
So now you have to let your baby fly
You've given me everything that I will need
To make it through this crazy thing called life

And I know you watch me grow up
And only want what's best for me
And I think I found the answer
To your prayers

*And he is good, so good
He treats your little girl like a real man should
He is good, so good, he makes promises he keeps
No he's never gonna leave
So don't you worry about me
Don't you worry about me

Mama there's no way you'll ever lose me
And giving me away is not goodbye
As you watch me walk down to my future,
I hope tears of joy are in your eyes

Back to *

And when I watch my baby grow up
I'll only want what's best for her
And I hope she'll find the answer to my prayers
And that she'll say

Back to *

Available in:

<https://youtu.be/bpFW4Yhy08k>

Questions:

1. What is the title of the song?

2. Who is the composer?

3. Who is the singer?

4. What is the theme of the song?

5. To whom is the song probably addressed?

Activity 6



It's time to compare the lyrics of the Indonesian and English songs above by filling in the table below.

Saatnya untuk membandingkan lirik dari lagu Indonesia dan lagu dalam Bahasa Inggris di atas dengan mengisi tabel berikut ini!

No.	Information about the song	Song Lyrics 1	Song Lyrics 2
1.	The title of the song		
2.	The composer of the song		
3.	The singer who popularizes the song		
4.	The theme of the song		
5.	The intended listeners of the song		



Activity 7



Based on the data you have filled in the table above, find the similarities and the differences between the lyrics of those two songs. Circle the correct options to get the right conclusion.

Berdasarkan data yang sudah Ananda isikan pada tabel di atas, temukan persamaan dan perbedaan di antara dua lagu yang disediakan! Lingkari pilihan yang tepat untuk mendapatkan kesimpulan yang benar!

The titles of the two songs are **the same/ different**.

1. The composers of the two songs are **the same/different**.
2. The singers who have popularized the songs are **the same/different**.
3. The themes of the two songs are **the same/different**.
4. The intended listeners of the songs are **the same/different**.

Activity 8



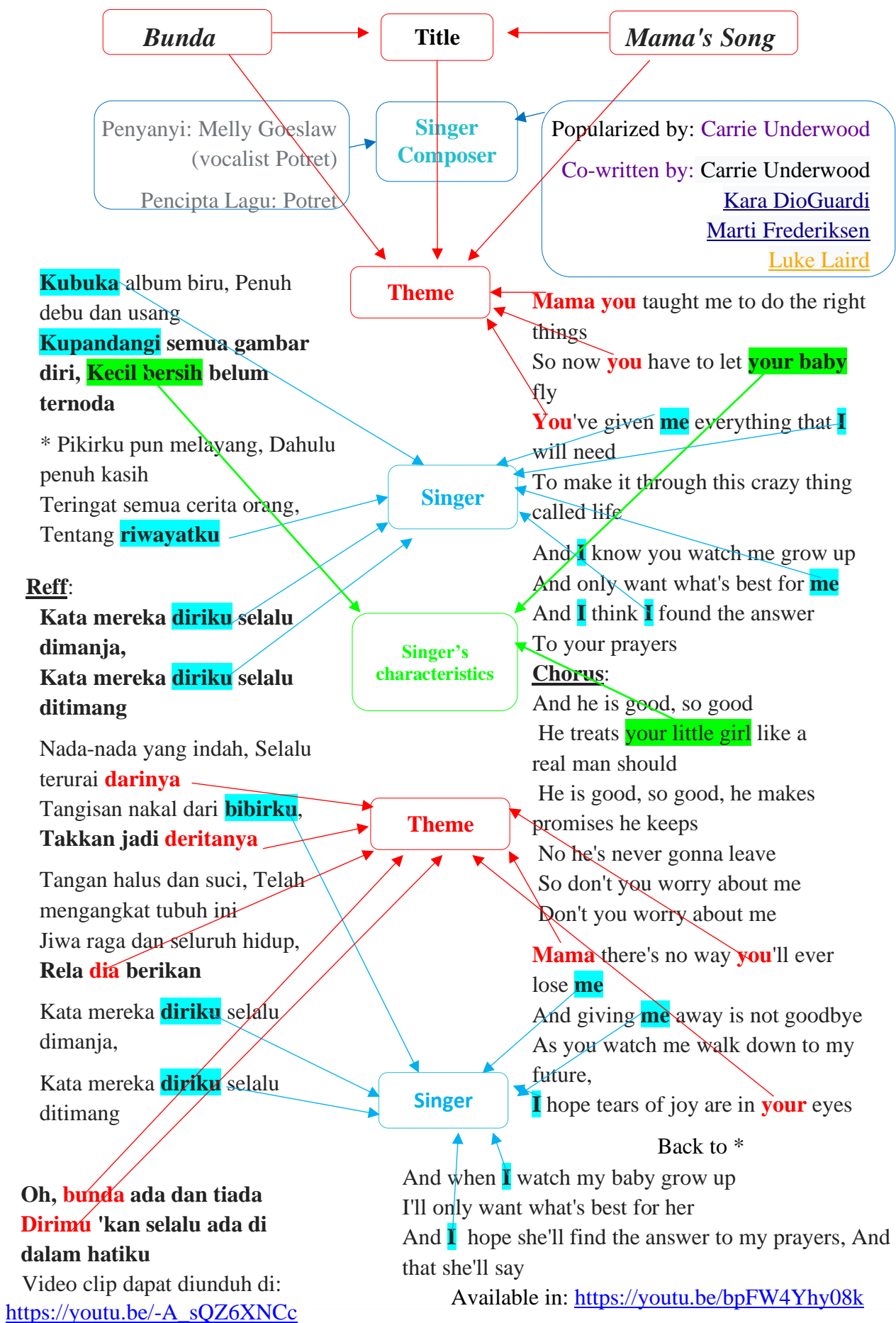
Here are the lyrics of the songs you have compared in the previous activity. Study the lyrics and pay full attention to the coloured notes. This will help you answer the provided questions. The keywords in the box may also help you.

Berikut ini adalah lirik lagu yang sudah Ananda bandingkan pada aktivitas sebelumnya. Pelajari lirik ini dan berikan perhatian penuh pada catatan yang berwarna! Ini akan membantu Ananda menjawab pertanyaan-pertanyaan yang disediakan Kata-kata kunci di dalam kotak juga akan dapat membantu Ananda.

KEYWORDS

- available	: tersedia	- popularized by	: dipopulerkan oleh
- characteristics	: sifat	- theme	: tema
- chorus	: reffrein	- title	: judul
- composer	: pencipta lagu	- verse	: bait lagu
- highlighted	: ditekankan/ disoroti	- writer	: penulis
- little girl	: gadis kecil	- written by	: ditulis oleh
- co-written by	: ditulis bersama dengan	- your baby	: anak kecil/ kesayanganmu





Questions:

1. What information is highlighted in red?

2. What information is highlighted in blue?

3. What information is highlighted in green?

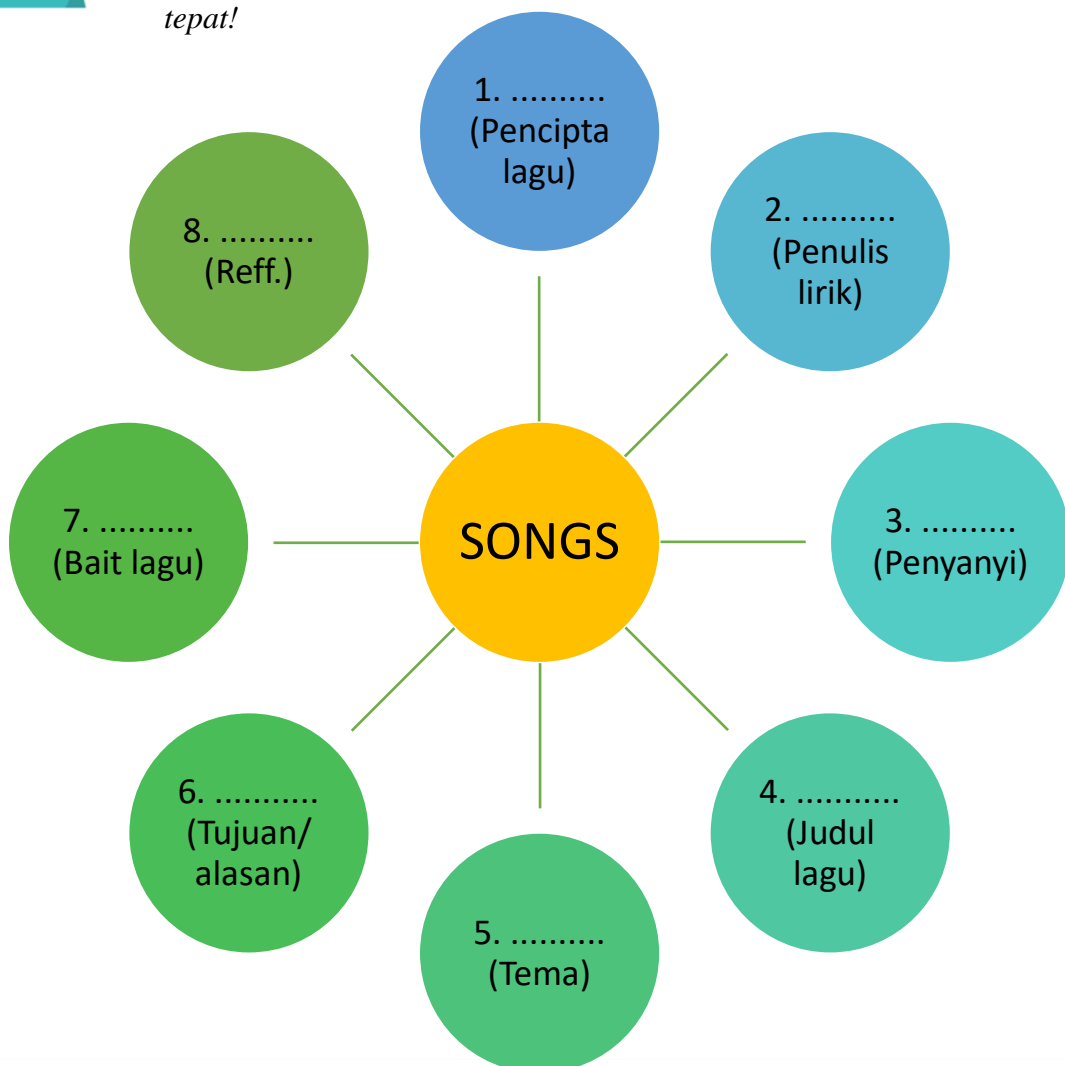
4. Why do you think the composer composes the song?

Activity 9



Let's do another activity to improve your vocabulary related to song lyrics. Complete the picture below by using the correct English words.

Mari kita lakukan aktivitas lain untuk menambah kosakata terkait lirik lagu. Lengkapi gambar berikut ini dengan kata-kata dalam Bahasa Inggris yang tepat!



Let's Check



It's time to check your understanding about song lyrics. Read the Indonesian song lyrics below carefully to answer the questions.

Saatnya mengukur pemahaman Ananda tentang lirik lagu. Bacalah dengan cermat lirik lagu berbahasa Indonesia berikut ini untuk menjawab pertanyaan-pertanyaannya!



Hanya Rindu

Compsed & popularized by:

Andmesh Kamaleng

Saat ku sendiri, ku lihat foto dan video
Bersamamu yang telah lama ku simpan
Hancur hati ini melihat semua gambar diri
Yang tak bisa, ku ulang kembali

Ku ingin saat ini, engkau ada di sini
Tertawa bersamaku, seperti dulu lagi
Walau hanya sebentar, Tuhan tolong kabulkanlah
Bukannya diri ini tak terima kenyataan
Hati ini hanya rindu

Segala cara telah kucoba
Agar aku bisa tanpa dirimu, Ho-oh
Namun semua, berbeda
Sulitku menghapus kenangan bersamamu

Ku ingin saat ini, engkau ada di disini
Tertawa bersamaku, seperti dulu lagi
Walau hanya sebentar, Tuhan tolong kabulkanlah
Bukan diri ini tak terima kenyataan
Hati ini hanya rindu,
Ho oh
Hanya rindu
Ho-oh

Ku ingin saat ini, engkau ada di disini
Tertawa bersamaku, seperti dulu lagi
Walau hanya sebentar, Tuhan tolong kabulkanlah
Bukannya diri ini tak terima kenyataan, ho oh
Bukannya diri ini tak terima kenyataan
Hati ini hanya rindu
Ho-oh
Hati ini hanya rindu, hmm
Ku rindu senyummu, Ibu

Questions:

1. What is the title of the song?

2. Who is the composer?

3. Who is the singer?

4. What is the theme of the song?

5. To whom is the song probably addressed?

6. Why do you think the composer composes the song?

7. How does the composer probably feel when he/she composes the song?

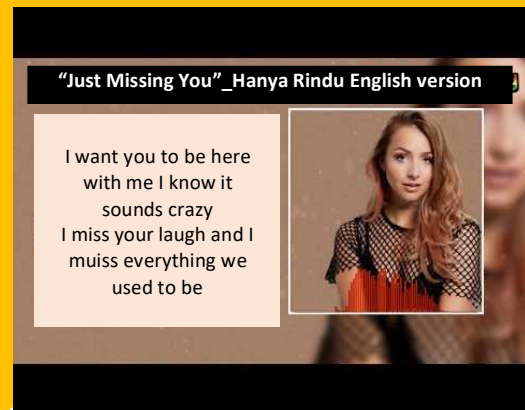
Click the link below to listen to the song both in Indonesian and English versions.

https://youtu.be/55AXZ_RxsU8



Picture 6

<https://youtu.be/25VCM5bxacM>



Picture 7

Let's Sum up



After completing all of the activities in this lesson, try to conclude what you have learnt by completing the chart below.

Setelah menyelesaikan semua kegiatan belajar di pembelajaran ini, cobalah Ananda menyimpulkan apa yang telah Ananda pelajari dengan cara melengkapi bagan berikut ini!

People behind a song	Parts of a song	Theme/ Topic of a song
<ul style="list-style-type: none"> • Composer • 	<ul style="list-style-type: none"> • Title • • 	<ul style="list-style-type: none"> • Family • • • • • • • • •

Reasons of composing a song:

.....

.....

A song can be used to ...

.....

.....

Let's Reflect



Reflect on your learning in this lesson by reading the statements and putting a check (✓) in the column below.

Lakukan refleksi atas apa yang telah Ananda pelajari pada pembelajaran ini dengan cara membaca pernyataan di bawah ini dan memberi tanda centang (✓) pada kolom yang sesuai dengan yang Ananda rasakan!

SELF ASSESSMENT

Day/date : _____
 Name : _____
 Class : _____
 Student Number : _____

No	Statements	YES	NO
1.	I pray before and after the lesson.		
2.	I am interested in the material discussed in this lesson.		
3.	Now, I know the parts of a song.		
4.	Now, I know how to find the theme of a song.		
5.	Now, I know how to find the function of a song.		
6.	I have learnt some new vocabulary in this lesson.		
7.	I want to learn more about songs.		
8.	I found many difficulties in doing the activities in this lesson.		



Answer Key

Let's Get Ready

Various answers for each student.

Let's Study

Activity 1. Various answers for each student

Activity 2. Various answers for each student

Activity 3.

- | | |
|---------------|----------------|
| 1. Family | 6. Love |
| 2. Friendship | 7. Loneliness |
| 3. Conflict | 8. Dream |
| 4. Interest | 9. Pride |
| 5. Spirit | 10. Admiration |

Activity 4.

1. Bunda
2. Potret
3. Potret
4. A daughter who is longing for her mother
5. A mother

Activity 5.

1. Mama's Song
2. Carrie Underwood
3. Carrie Underwood
4. A daughter who is longing for her mother
5. A mother

Activity 6. The same as keys of Activity 4 & 5

Activity 7.

1. Different

Activity 8.

1. Theme/topic
2. Singer
3. Description of the singer's characteristics
4. To show her appreciation to her mother

Activity 9.

1. Composer
2. Song lyrics writer
3. Singer
4. Title
5. Theme/ topic
6. Intention/Reason
7. Verse
8. Chorus

Let's Check

Activity 10.

1. Hanya Rindu
2. Andmesh
3. Andmesh
4. A son who is longing for his mother
5. A mother

2. Different
3. Different
4. The same
5. The same

6. To show how much he misses his mother
7. He was so lonely and missing his mother so much

Let's Sum up

People behind a song:

- Composer
- Singer

Parts of a song:

- Title
- Verse
- Chorus

Theme/topic of a song:

- | | |
|---------------|----------------|
| 1. Family | 6. Love |
| 2. Friendship | 7. Loneliness |
| 3. Conflict | 8. Dream |
| 4. Interest | 9. Pride |
| 5. Spirit | 10. Admiration |

Reasons of composing a song:

- To entertain
- To show a feeling
- To convey a message

A song can be used to ...

- Show sympathy
- Remind people of something
- Motivate people to do something
- etc

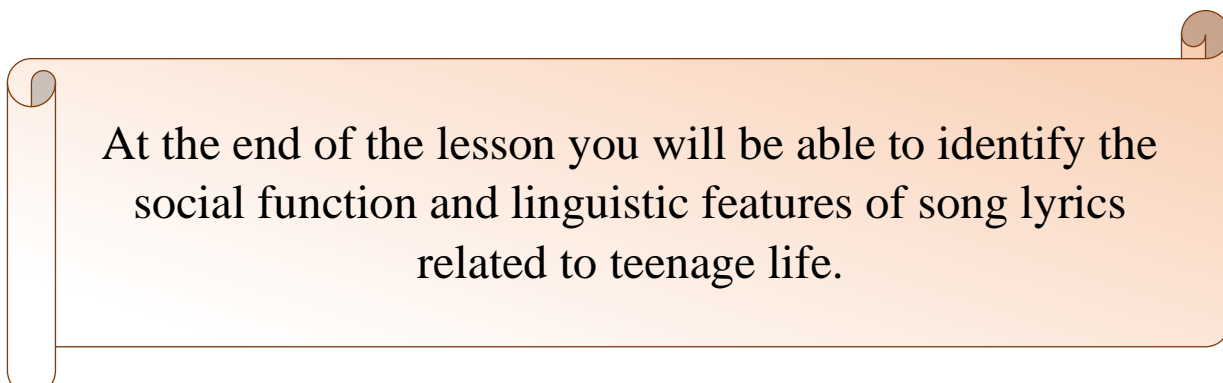
Recommendation

You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends or parents.



Lesson 2

Why Not Explore More?



At the end of the lesson you will be able to identify the social function and linguistic features of song lyrics related to teenage life.

Let's Get Ready



Look at the pictures below carefully and write any English words related to the pictures. Give a reason or short explanation in Indonesian for each word you have written.

Cermati gambar-gambar berikut dengan seksama dan tuliskan beberapa kata dalam Bahasa Inggris yang menurut Ananda ada kaitannya dengan gambar tersebut! Berikan alasan dan penjelasan singkat untuk setiap kata yang Ananda tuliskan!

True love

.....

.....

Picture 8

.....

Picture 9

.....

Tired

.....

.....

Let's Study

Activity 1



It's time to improve your vocabulary through the lyrics of a song. Read the provided lyrics carefully and pay full attention to the coloured bold-typed words. Classify those words into the right categories in the provided chart.

Saatnya menambah kosakata Ananda melalui lirik lagu. Bacalah dengan cermat lirik lagu yang disediakan! Perhatikan kata-kata yang dicetak berwarna dan tebal! Kelompokkan kata-kata tersebut ke dalam kategori yang benar pada bagan yang disediakan!

I love you Daddy

The Countdown Singers

Daddy,
You know how much **I** love **you**
I need **you forever**, **I** 'll stay by **your** side
Daddy oh Daddy **I** won't **always** please
you
But **I** 'll **never** stop trying,
To be **your** number one

You understand **me**,
You teach **me** how to pray,
And **you** play the games **I** love to play
I have no fear here when **you** are near
You guide **me** through the **darkest** night

Chorus:

I love **you** Daddy
You are **my** hero
(and **you** 're always in **my** dream)
I love **you** daddy oh daddy
You are **my** superstar

Daddy,
You know how much **I** love **you**
I want **you** to help **me**, Please show **me** the
way
Daddy oh Daddy, **Sometimes** **I** might do
wrong
But **I** **never** stop trying,
To be **your** number one

I wanna show **you**,
I 'll be as **strong** as **you**
When **I** grow up **I** 'll still look up to **you**
So have no fear **I** 'm **always** here
I will be **my** daddy's boy

*Back to chorus (2x)

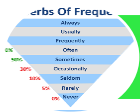
Bridge:

You 're one in a million and a million in one
Forever **I** want to be by **your** side
You 're one in a million, Show **me** the way
Guide **me** through **my** life

*Back to chorus (2x)



..., ..., ..., ..., ...



..., ..., ..., ...



..., ...

Activity 2



Let's learn more vocabulary from the same lyrics. Here are the lyrics of "I love you Daddy" song. They are written verse by verse. Circle the verbs in each verse and write them in the right box.

Mari belajar lebih banyak lagi kosakata dari lirik lagu yang sama. Berikut ini lirik lagu "I love You, Daddy" yang dituliskan bait per bait. Lingkarilah kata-kata yang menurut Ananda adalah kata kerja (action verbs), dan tuliskan kata-kata tersebut pada kotak yang tepat!

Verse 1:

Daddy,
 You know how much I love you
 I need you forever, I 'll stay by your side
 Daddy oh Daddy I won't always please you
 But I'll never stop trying,
 To be your number one



VERBS:

- ✓ Know
- ✓ Love
- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

Verse 2:

You understand me,
 You teach me how to pray,
 And you play the games I love to play
 I have no fear here when you are near
 You guide me through the darkest night



VERBS:

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

Chorus:

I love you Daddy, You are my hero
(and you're always in my dream)
I love you daddy oh daddy
You are my superstar

VERBS:

✓

Verse 3

Daddy,
You know how much I love you
I want you to help me, Please show me the
way
Daddy oh Daddy, Sometimes I might do
wrong
But I never stop trying ,to be your number
one

VERBS:

✓
✓
✓
✓
✓
✓
✓

Verse 4

I wanna show you,
I'll be as strong as you
When I grow up I'll still look up to you
So have no fear I'm always here
I will be my daddy's boy

VERBS:

✓
✓
✓
✓

Bridge:

You're one in a million and a million in one
Forever I want to be by your side
You're one in a million, show me the way
Guide me through my life

VERBS:

✓
✓
✓

Activity 3



It's time to learn something else about the lyrics. Identify the sentence patterns of the expressions in the lyrics by rewriting them into the right sentence pattern categories. Do as the example given.

Saatnya belajar sesuatu yang lain tentang lirik lagu. Tentukan pola kalimat dari ungkapan-ungkapan yang ada pada lirik lagu berikut ini dengan cara menuliskan ulang ungkapan-ungkapan tersebut dalam kategori pola kalimat yang benar! Kerjakan seperti contoh yang diberikan!

Daddy, You know how much I love you I need you forever, I'll stay by your side Daddy oh Daddy I won't always please you But I'll never stop trying, To be your number one	Daddy, You know how much I love you I want you to help me, Please show me the way Daddy oh Daddy, Sometimes I might do wrong But I never stop trying, To be your number one
You understand me, You teach me how to pray, And you play the games I love to play I have no fear here when you are near You guide me through the darkest night	I wanna show you*, I'll be as strong as you When I grow up I'll still look up to you So have no fear, I'm always here I will be my daddy's boy
I love you Daddy You are my hero (and you're always in my dream) I love you daddy oh daddy You are my superstar	You're one in a million and a million in one Forever I want to be by your side You're one in a million, Show me the way Guide me through my life

Sentence Patterns	Sentences/ Expressions
1. S + Verb + O/Adverb	<p>You know how much I love you</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Note *:</p> <p>I wanna show you = I want to show you</p> <p>(“wanna” merupakan bentuk informal dari want to)</p>
2. S + to be + Noun/Adjective/ Adverb	<p>You are my hero</p> <p>.....</p> <p>.....</p> <p>.....</p>
3. (Please) Verb + Noun/Adverb	<p>Please show me the way</p> <p>.....</p> <p>.....</p> <p>.....</p>
4. S + will + Verb + Noun/Adverb	<p>I'll stay by your side</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Note: I'll = I will</p>

Sentence Patterns	Sentences/ Expressions
5. S + will + be + Noun/Adverb	I will be my Daddy's boy



Click the link below to listen the song to learn the right pronunciation of the song lyrics: <https://youtu.be/3OqHl-x4eTM>

Activity 4









You have learned the vocabulary and sentence patterns in the lyrics of the song “I LOVE YOU, DADDY”. Now, it’s time to learn how to interpret the lyrics. Read the proposed statements in the table. Cross T if the statement is true and F if it is false according to the lyrics.

Ananda telah belajar kosakata dan pola kalimat dari lirik lagu berjudul “I LOVE YOU, DADDY”. Sekarang saatnya belajar bagaimana menafsirkan isi lirik lagu tersebut. Bacalah beberapa pernyataan dalam tabel berikut! Silanglah T jika pernyataan tersebut sesuai dan F jika pernyataan tersebut tidak sesuai dengan lirik!

<p>Daddy, You know how much I love you I need you forever, I'll stay by your side Daddy oh Daddy I won't always please you But I'll never stop trying, To be your number one</p> <p>You understand me, You teach me how to pray, And you play the games I love to play I have no fear here when you are near You guide me through the darkest night</p> <p>I love you Daddy You are my hero (and you're always in my dream) I love you daddy oh daddy You are my superstar</p>	<p>Daddy, You know how much I love you I want you to help me, Please show me the way Daddy oh Daddy, Sometimes I might do wrong But I never stop trying, To be your number one</p> <p>I wanna show you, I'll be as strong as you When I grow up I'll still look up to you So have no fear, I'm always here I will be my daddy's boy</p> <p>You're one in a million and a million in one Forever I want to be by your side You're one in a million, Show me the way Guide me through my life</p>
--	---

No.	Statements	Ss' opinion	
1.	The lyrics are addressed to a father.	<input checked="" type="radio"/>	<input type="radio"/>
2.	The lyrics represent that the writer is probably a son.	<input checked="" type="radio"/>	<input type="radio"/>
3.	The lyrics show how much a son misses his father.	<input checked="" type="radio"/>	<input type="radio"/>
4.	The lyrics show how much a son is proud of his father.	<input checked="" type="radio"/>	<input type="radio"/>
5.	The lyrics show that the son never disappoints his father.	<input checked="" type="radio"/>	<input type="radio"/>

6.	The lyrics show that the father is the son's idol .		
7.	The lyrics teach the parents that for children a father is a hero .		
8.	The lyrics teach the parents to demand their children to win (to be number one) in every competition.		

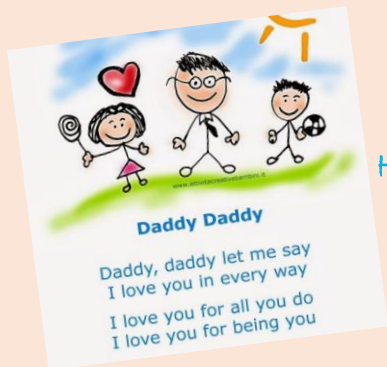
. Activity 5



Let's learn more how to interpret the lyrics. Match the expressions in the left column with the statements in the right column by drawing lines. Do as the example given.

Mari belajar lebih dalam lagi bagaimana menafsirkan lirik lagu. Jodohkan ungkapan-ungkapan di kolom sebelah kiri dengan pernyataan-pernyataan yang tepat di kolom kanan! Kerjakan seperti contoh yang diberikan!

Expressions in the song lyrics	Statements (the interpretation of the lyrics)
<ul style="list-style-type: none"> ▪ I will be my daddy's boy. } 1. 	<ul style="list-style-type: none"> a. TThe lyrics shows a son's promise to his father. b. TThe lyrics is addressed to a father. c. TThe lyrics represents that the writer is probably a son. d. TThe lyrics shows how much a son is proud of his father. e. TThe lyrics shows that a father can be a hero for his children.
<ul style="list-style-type: none"> ▪ You're one in a million and a million in one ▪ You are my superstar. 	
<ul style="list-style-type: none"> ▪ Daddy, you know how much I love you. ▪ I love you daddy oh daddy. 	
<ul style="list-style-type: none"> ▪ You are my hero. ▪ I have no fear here when you are near. ▪ You guide me through the darkest night. 	
<ul style="list-style-type: none"> ▪ I'll never stop trying, to be your number one. ▪ When I grow up I'll still look up to you. ▪ I will be my daddy's boy. ▪ I'll be as strong as you. 	



Have you ever told your father that you
love him?
Don't be shy to say it...

Picture 10

Activity 6



Here are the lyrics of another song to learn. Read the lyrics carefully and find the words that you understand and the words that you don't. Write the words in the provided boxes.

Berikut ini lirik lagu yang lain untuk Ananda pelajari. Bacalah dengan baik lirik lagu berikut ini dan temukan kata-kata yang Ananda pahami dan yang Ananda tidak pahami! Tuliskan kata-kata tersebut pada kotak yang disediakan!

Always Love you

Tori Kelly

I am moody
Always changing
I still don't know who I am

But you're right there
I know you care
When life gets hard
I can always run home

Chorus:

And now I realize
That Nothing I could ever do
will make you turn away
No matter how much I mess up
You will always love me

Chorus:

Because I realize that
Nothing I could
Ever do will make you turn away
No matter how much I mess up
You will always love me

And there will be a time
When I'm ready to leave
Start a family
I'll love them like you loved me

And when it gets cold
They'll have me to hold
And I'll tell them

I'm disrespectful
Sometimes I can be wild
But I'll always be your baby
I'll always be your child

I am growing up now
Time goes by so quickly for you
But I'll slow it down
I'll be around

Chorus:

Don't you realize there's
Nothing you could ever do
to make me turn away from you
No matter how much you mess up
I will always love you

Available on you tube:

<https://youtu.be/44YU4IWN1Z4>

THE WORDS I KNOW



.....

.....

.....

.....

.....

.....

.....

THE WORDS I DON'T KNOW



.....

.....

.....

.....

.....

.....

.....

Activity 7.



Let's learn to classify the words in the lyrics into the right groups. Find the pronouns, verbs, nouns and adjectives in the lyrics. Write them in the right boxes.

Mari belajar mengelompokkan kata-kata dalam lirik lagu pada kelompok yang tepat. Temukan kata ganti, kata kerja, kata benda dan kata sifat pada lirik lagu berikut. Tuliskan kata-kata tersebut pada kotak yang tepat!

Pronoun: I, You	Verse 1: I am moody, always changing I still don't know who I am	Adjectives: moody, hard
Verbs: know, care, run	But you're right there I know you care When life gets hard I can always run home	Nouns: life, home

Pronoun: 	Chorus: And now I realize that nothing I could ever do will make you turn away No matter how much I mess up You will always love me	Adjectives:
Verbs: 		Nouns:

Pronoun: 	Verse 2: I'm disrespectful Sometimes I can be wild But I'll always be your baby I'll always be your child	Adjectives:
Verbs: 	I am growing up now Time goes by so quickly for you But I'll slow it down I'll be around	Nouns:

Activity 8.



Let's learn to classify the expressions in the lyrics into the right groups of sentence patterns. Study the patterns and the examples given in the right columns. Then, complete it by using the other expressions in the left column.

Mari belajar mengelompokkan ungkapan ungkapan pada lirik lagu dalam kelompok pola kalimat yang tepat. Pelajari pola kalimat dan contoh yang diberikan pada kolom sebelah kanan! Kemudian, lengkapi dengan ungkapan-ungkapan yang dapat Ananda temukan dari kolom sebelah kiri!

Song Lyrics	Sentence Patterns
<p>I am moody Always changing I still don't know who I am</p> <p>But you're right there I know you care When life gets hard I can always run home</p>	<p>1. S + to be + Noun/Adjective/ Adverb</p> <p>I am moody. You're right there.</p>
<p>Chorus: And now I realize that nothing I could ever do will make you turn away No matter how much I mess up You will always love me</p>	<p>2. S + Verb + O/Adverb</p> <p>I still don't know who I am.</p>
<p>I'm disrespectful Sometimes I can be wild But I'll always be your baby I'll always be your child</p> <p>I am growing up now Time goes by so quickly for you But I'll slow it down</p>	<p>3. S + will + be + Noun/Adverb</p> <p>I'll always be your baby.</p>

Song Lyrics	Sentence Patterns
<p>I'll be around</p> <p>And there will be a time When I'm ready to leave Start a family</p> <p>I'll love them like you loved me And when it gets cold They'll have me to hold And I'll tell them</p>	<p>4. S + will + Verb + O/Adverb</p> <p>You will always love me.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Activity 9




Let's learn to interpret the lyrics again by answering the questions and writing the sentences/expressions that support your answer.

Mari kembali belajar menafsirkan lirik lagu dengan menjawab pertanyaan berikut dan menuliskan kalimat/ungkapan dari lirik yang mendukung jawaban Anda tersebut!

Questions	Answers	Supporting sentences
1. What does "I" in the lyrics refer to?
2. What does "You" in the lyrics refer to?
3. To whom are the lyrics probably addressed?
4. What do "moody", "always changing", "disrespectful", "baby", "wild", "child" describe?
5. What is the theme of the lyrics?
6. What do the lyrics tell us about?

7. What do you think the singer/writer wants to tell through the lyrics?
8. What message can you learn from the lyrics?



Have you ever told your mother how much you love her?
Don't be shy to say it...

Picture 11

Let's Check



It's time to check how well you interpret song lyrics. Answer the following questions based on the song lyrics provided. You can choose more than one option (when they are provided) by putting a tick (✓) in the box of each option. Write the supporting sentences for your answers.

Saatnya mengukur kemampuan Ananda dalam menafsirkan lirik lagu. Jawablah pertanyaan-pertanyaan berikut berdasarkan lirik lagu yang disediakan! Ananda boleh memilih lebih dari satu pilihan jawaban yang disediakan dengan cara memberikan tanda centang (✓) pada setiap kotak pilihan jawaban. Tuliskan kalimat pendukung untuk setiap jawaban Ananda!

You Raise Me Up

Josh Groban

When I am down, and, oh, my soul, so weary
When troubles come, and my heart burdened be
Then, I am still and wait here in the silence
Until you come and sit a while with me

Chorus:

You raise me up, so I can stand on mountains
You raise me up to walk on stormy seas
I am strong when I am on your shoulders
You raise me up to more than I can be



Available on you tube:

<https://youtu.be/vYx-v987pV0>

Picture 12

Questions & options	Reasons/ supporting sentences
1. "I" in the song lyrics represents someone who is <input type="checkbox"/> tired <input type="checkbox"/> happy <input type="checkbox"/> doubtful <input type="checkbox"/> thankful
2. The song lyrics are probably addressed to <input type="checkbox"/> God <input type="checkbox"/> parents <input type="checkbox"/> teachers <input type="checkbox"/> friends
3. Which expression shows that the singer/ writer is not in a good condition? <input type="checkbox"/> When I am down <input type="checkbox"/> My heart burdened be <input type="checkbox"/> I can stand on mountains <input type="checkbox"/> To walk on stormy seas
4. Which expression shows that it is "You" in the song lyrics that can motivate the writer? <input type="checkbox"/> You raise me up <input type="checkbox"/> I can stand on mountains <input type="checkbox"/> I am still and wait here in the silence <input type="checkbox"/> Until you come and sit a while with me <input type="checkbox"/> I am strong when I am on your shoulders
5. The theme of the song lyrics is <input type="checkbox"/> hard life <input type="checkbox"/> sadness <input type="checkbox"/> happy life <input type="checkbox"/> happiness
6. What do you think the singer/writer wants to tell through the lyrics?
7. What message can you take from the song lyrics?

Let's Sum up

Activity 11



We have come to the end of Lesson 2. What have you learnt so far? Study the chart below to complete the sentences. They represent the points of learning you get in this lesson.

Kita sudah berada di akhir Pembelajaran 2. Apa yang Ananda sudah pelajari sejauh ini? Cermati bagan ringkasan materi tentang lirik lagu berikut ini untuk melengkapi kalimat-kalimat! Kalimat-kalimat tersebut merupakan poin-poin pembelajaran pada Pembelajaran 2 ini.



Picture 13.



Tips to understand the song lyrics:

- identify the words you know and you don't know
- find the meaning of the words you don't know by using dictionary or asking friends, teachers, parents for help
- identify the meaning of the lyrics sentence by sentence

Picture 14.



Functions:

- to express someone's feeling
- to deliver a message/teach moral values
- to entertain people

Picture 15.



Consists of:

- melody
- lyrics

Appreciate your parents. You never know what sacrifices they went through for you.

-Anonymous -

1. A song always consists of: _____ and _____.
2. A song has some functions, it can be a way to:
 - _____ (happiness, sadness, worry, longing, hope/ wish, etc)
 - _____
 - _____
3. We can identify the function of a song by understanding its lyrics. Here are the tips to understand song lyrics:
 - a. _____ the words you _____ and you _____
 - b. Find the _____ you don't know by using dictionary or asking friends, teachers, parents for help.
 - c. Identify _____ sentence by sentence
 - d. Try to find :
 - the title of the song
 - the intended listeners (to whom is the song addressed)
 - the person the song represents
 - the theme of the song
 - the message of the song



Activity 12



Besides learning about the function of song lyrics, you have also learnt about vocabulary, pronunciation and sentence patterns. Complete the tables below based on the three song lyrics that you have studied in this lesson.

Selain mempelajari fungsi lirik lagu, Ananda juga sudah belajar tentang kosa kata, pelafalan dan pola kalimat. Lengkapi tabel-tabel berikut ini berdasarkan tiga lirik lagu yang sudah Ananda pelajari di pembelajaran ini!

Table 1

Word classifications

PRONOUN/ NOUN Taken from "You Raise Me Up" "Always Love You" "I love You, Daddy"	VERBS Taken from: "You Raise Me Up" "Always Love You" "I love You, Daddy"	ADJECTIVES Taken from: "You Raise Me Up" "Always Love You" "I love You, Daddy"
✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✓
✓	✓	✓
	✓	✓
	✓	✓

Table 2

Expressions which have some words with similar sounds

<p>1. a</p> <p>I can stand on mountains</p> <p>I am on your shoulders</p> <p>1. b</p> <p>.....</p> <p>.....</p> <p style="text-align: right;">Taken from:</p> <p style="text-align: center;">“You Raise Me Up”</p>	<p>2. a</p> <p>But you're right there</p> <p>I know you care</p> <p>2. b</p> <p>.....</p> <p>.....</p> <p style="text-align: right;">Taken from:</p> <p style="text-align: center;">“Always Love You”</p>	<p>3. a</p> <p>I have no fear here</p> <p>when you are near</p> <p>3. b</p> <p>.....</p> <p>.....</p> <p style="text-align: right;">Taken from:</p> <p style="text-align: center;">“I love You, Daddy”</p>
--	---	--

Table 3

Expressions classified according to the sentence patterns

Sentence patterns	Expressions
<p>S + Verb + O/Adverb</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>S + to be + Noun/Adjective/Adverb</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>(Please) Verb + O/Adverb</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Sentence patterns	Expressions
<p>S + will + Verb + O/Adverb</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>S + will + be + Noun/Adverb</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Let's Reflect



Reflect on your learning in this lesson by reading the statements and putting a check (√) in the right column below.

Lakukan refleksi atas apa yang telah Ananda pelajari pada Pembelajaran 2 dengan cara membaca pernyataan di bawah ini dan memberi tanda centang (√) pada kolom yang sesuai!

SELF ASSESSMENT

Day/date : _____

Name : _____

Class : _____

Student Number : _____

No	Statements	YES	NO
1.	I pray before and after the lesson.		
2.	I am interested in the material discussed in this lesson.		
3.	I have learnt some new vocabulary in this lesson.		
4.	Now, I know some types of sentences patterns.		
5.	Now, I understand how to find the theme of a song.		
6.	Now, I know how to find the supporting expressions of statements about the song lyrics.		
7.	I enjoy doing almost all the activities in this lesson.		
8.	I find some difficulties in doing the activities in this lesson.		



Answer Key

Let's Get Ready

Alternative/possible answers:

- sacrifice (ayah/ibu selalu siap berkorban untuk anak-anaknya)
- multitasking (Ibu selalu bisa mengerjakan banyak tugas bersamaan)

Let's Study

Activity 1.

Pronouns: I, Me, My, You, Your

Adv. of frequency: Forever, never, always, sometimes.

Adjective: darkest, strong.

Activity 2.

Verse 1: Need, Stay, Please, Stop.

Verse 2: Understand, teach, pray, play, love, have, guide.

Chorus: love

Verse 3: know, love, want, help, show, do, stop.

Verse 4: show, grow up, look up, have

Bridge: want, slow, guide.

Activity 3.

1. You know how much I love you
I need you forever
You understand me,
You teach me how to pray,
You play the games I love to play
2. You are my hero
I'm always here
You're one in a million
3. Please show me the way
Show me the way
Guide me through my life

Activity 7.

Chorus:

Pronoun : I, Me, You

Verbs : realize, do, make, turn away, mess up, love. Adjective: -
Noun: -

Verse 2:

Pronoun : I, You, Your, It.

Verbs : grow up, goes, slow.

Adjective : disrespectful, wild, moody.

Noun : baby, child, time.

Activity 8.

1. I'm disrespectful, I'm ready to leave.
2. I know you care, life gets hard,
Time goes by so quickly for you.
3. I'll always be your baby, I'll always
be your child, I'll be around.
4. You will always love me, I'll love
them like you loved me, They'll
have me to hold.

Activity 9.

1. A son or a daughter
I'll always be your baby, I'll always
be your child.
2. A mother or a father or parent
I know you care
You will always love me, I'll love
them like you loved me
3. The same answer as no.2
4. Writer's/ singer's feeling,
personalities, characteristics
5. Love or affection

4. I'll stay by your side
I won't always please you
I'll never stop trying,

5. I'll be as strong as you
I will be my daddy's boy

Activity 4.

1. T, 2. T, 3. F, 4. T,
5. F, 6. T, 7. T, 8. F

Activity 5.

1. C, 2. D, 3. B, 4. E, 5. A

Activity 6.

Various answers based on students' ideas.

6. A grown up who is so thankful or admire or love his/ her father/ mother/ parent so much.
7. How much a grown up love his/ her parent
8. We have to know how much our parent love us.

Let's Check

Various answers based on students' ideas.

Let's Sum up

1. Melody & lyrics
2. Express someone's feeling, teach moral values, entertain people
3. Identify the words you know & you don't know, Find the meanings of the words you don't know, identify the meaning of the lyrics sentence by sentence

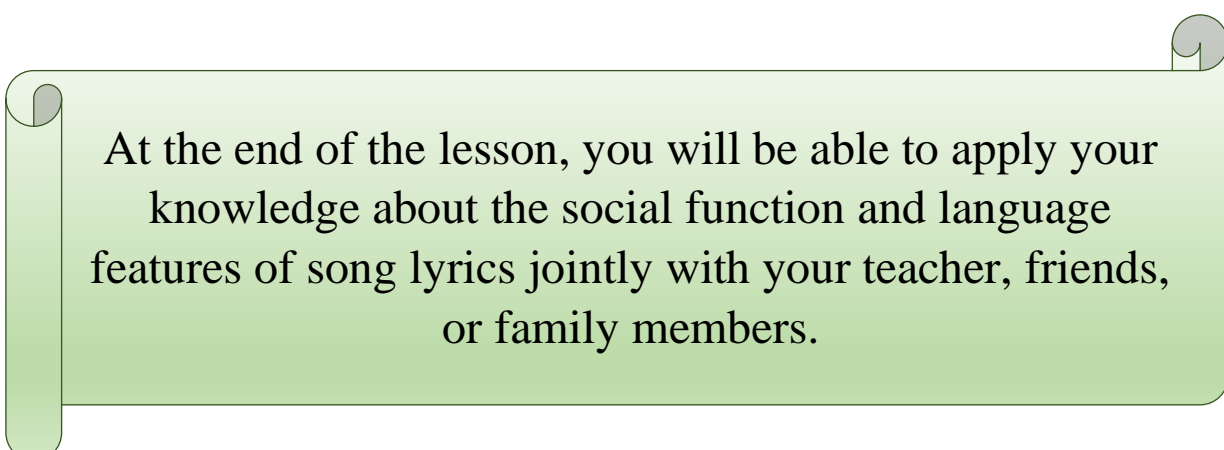
Recommendation

You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends or parents.



Lesson 3

Will You Practice?



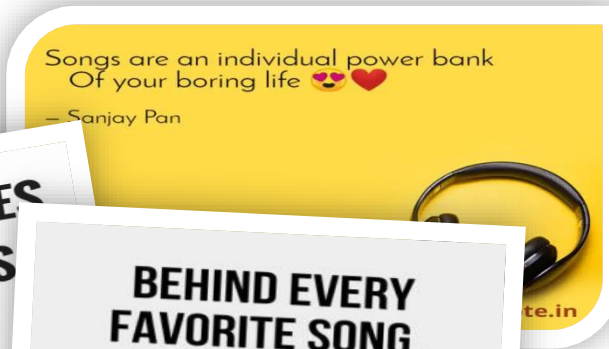
At the end of the lesson, you will be able to apply your knowledge about the social function and language features of song lyrics jointly with your teacher, friends, or family members.

Let's Get Ready



Here are some quotes about the power of songs. Express your impressions and opinions about them by answering the questions below.

Berikut ini beberapa kutipan bertema kekuatan lagu. Ungkapkan kesan dan pendapat Anda tentang kutipan-kutipan tersebut dengan menjawab beberapa pertanyaan di bawah ini!



Picture 17



Picture 18



Picture 19

Questions

1. Do you know the meaning of each quote above? Write it in Indonesian.

.....
.....
.....

2. Among those quotes, which one do you like best? Why?

.....
.....
.....

3. Do you have a story behind a song? Tell us about it in Indonesian.

.....
.....
.....

Let's Study

Activity 1



Let's learn to find the moral value in the song lyrics. Find a partner (friends/teachers/brothers/sisters/parents) to study the two boxes below. There are the lyrics of a song in box A, and some statements showing the moral value of the lyrics in box B. Circle the statement(s) which you think reflect(s) the moral value of the song lyrics. You can choose more than one statement.

Mari belajar untuk menemukan pesan yang dibawa lirik lagu. Carilah pasangan untuk mempelajari dua kotak berikut ini! Ada lirik sebuah lagu di kotak A dan beberapa pernyataan yang menunjukkan pesan dari lirik tersebut di kotak B. Lingkari pernyataan yang Ananda rasa menunjukkan pesan lirik lagu tersebut! Ananda boleh memilih lebih dari satu pernyataan.

A

When I am down, and, oh, my soul, so weary
When troubles come, and my heart burdened be
Then, I am still and wait here in the silence
Until you come and sit a while with me
Chorus:
You raise me up, so I can stand on mountains
You raise me up to walk on stormy seas
I am strong when I am on your shoulders
You raise me up to more than I can be



B

- Don't give up even though troubles come up.
- Just wait and sit a while when nobody is there.
- A hand to hold on when we are down will help us to move on.
- No one can stand on mountains when the heart is burdened.
- Everybody needs no one to be strong.

Activity 2



Did you find any difficulties in doing Activity 1? The following activities may help you to find the moral value of song lyrics. You're still working on the same lyrics. With a partner, please do the instructions:

1. Find out how to pronounce the lyrics word by word, phrase by phrase, and sentence by sentence.
2. In turns, read aloud the lyrics verse by verse with good pronunciation, intonation, pauses and appropriate facial expressions.
3. Pick one verse you like best, try to memorize it and then, read it aloud as if you read a poem.

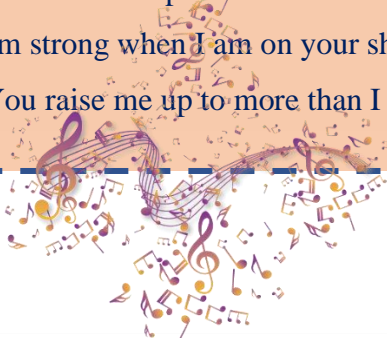
Apakah Ananda mendapatkan kesulitan saat mengerjakan Aktivitas 1? Aktivitas-aktivitas berikut ini akan membantu Ananda untuk menemukan pesan dari lirik lagu. Ananda masih akan mempelajari lirik lagu yang sama. Lakukan instruksi berikut ini bersama dengan pasangan!

1. *Temukan bagaimana cara melafalkan lirik tersebut kata demi kata, frase demi frase dan kalimat demi kalimat!*
2. *Secara bergantian, bacalah nyaring lirik tersebut bait demi bait dengan pelafalan, intonasi, jeda yang benar dan ekspresi wajah yang sesuai!*
3. *Pilihlah satu bait yang paling Ananda suka, cobalah untuk menghafalkannya, dan lalu bacakan dengan nyaring seperti saat Ananda membaca puisi!*

When I am down, and, oh, my soul, so weary
When troubles come, and my heart burdened be
Then, I am still and wait here in the silence
Until you come and sit a while with me

Chorus:

You raise me up, so I can stand on mountains
You raise me up to walk on stormy seas
I am strong when I am on your shoulders
You raise me up to more than I can be



01.

- study how to pronounce the words, phrases & sentences well.

02.

- read aloud the lyrics verse by verse.

03.

- memorize one verse and perform it by heart (as a poem)

Activity 3



You have learnt how to read the lyrics with correct pronunciation, intonation, pauses and with appropriate facial expressions. It was great, wasn't it?

Now it's time to practice to improve your listening and reading skills. Here are the lyrics of a song written verse by verse in different cards. Find a partner to do the following instructions:

1. Discuss and decide who is A and who is B.
2. "A" focuses only on A cards while "B" focuses on B cards.
3. Study the lyrics on the cards carefully so you know their meanings and right pronunciation.
4. "A" takes the first turn by reading aloud A.1 card while "B" listens to him/her carefully to complete B1 card.
5. Then, for the second turn, "B" reads aloud B.2 card while A listens to him/her carefully to complete the A.2 card.
6. Do steps 4 & 5 again for A3-B3 and A4-B4 cards.

Ananda sudah mempelajari bagaimana membaca lirik lagu dengan pelafalan, intonasi, jeda dan ekspresi yang baik. Sangat menyenangkan, bukan?

Sekarang saatnya berlatih untuk meningkatkan keterampilan mendengarkan dan membaca Ananda.

Berikut ini lirik lagu yang dituliskan bait per bait pada beberapa kartu yang berbeda. Carilah pasangan untuk melakukan instruksi berikut ini!

1. Bicarakan dengan pasangan, siapa yang akan menjadi A dan B.
2. A hanya fokus pada kartu-kartu A, dan B hanya fokus pada kartu-kartu B.
3. Pelajari lirik pada kartu-kartu tersebut sehingga Ananda dan pasangan tahu betul makna dan bagaimana melafalkan lirik tersebut dengan baik.
4. "A" memulai giliran pertama membacakan lirik pada kartu A1, dan "B" mendengarkan dengan seksama untuk dapat melengkapi lirik pada kartu B.1.
5. Kemudian, untuk giliran kedua, "B" membacakan lirik pada kartu B.2 dan "A" mendengarkan dengan seksama untuk melengkapi lirik pada kartu A.2.
6. Lakukan kembali langkah 4 dan 5 untuk kartu A3-B3 dan A4-B4 sehingga semua lirik pada kartu Ananda dan pasangan selesai dibacakan dan dilengkapi.

"When someone can read aloud the lyrics of a song with correct pronunciation, intonation, pauses and appropriate facial expressions, it shows that he/she knows the meaning and the pronunciation of the lyrics well"

<p>A1 Daddy, are you out there? Daddy, won't you come and play? Daddy, do you not care? Is there nothing that you want to say I know, you're hurting too But I need you, I do</p>	<p>A2 Daddy if you're _____ (1) Daddy all I want to _____ (2) You're so far away, You're so far away That's OK, That's OK</p>
<p>CARDS FOR A</p>	
<p>A3 Daddy, are you out there? Daddy, why'd you _____? (3) Daddy, are you _____? (4) Look, Dad we got the same _____ (5) Daddy, it's _____ (6), But all I want to say Is you're so far away, Oh, you're so far away That's OK, That's OK</p>	<p>A4 You're so far away Won't you come and won't you stay? Please stay, Please stay Won't you come and won't you stay? One day, Just one day</p>

<p>B1 Daddy, are you out there? Daddy, won't you ____ (1) and ____ (2) Daddy, do you not _____? (3) Is there _____ (4) that you want to say I know, you're hurting too But I need you, I do</p>	<p>B2 Daddy if you're out there Daddy all I want to say You're so far away, You're so far away That's OK, That's OK</p>
<p>CARDS FOR B</p>	
<p>B3 Daddy, are you out there? Daddy, why'd you run away? Daddy, are you OK? Look, Dad we got the same hair Daddy, it's my birthday, But all I want to say Is you're so far away, Oh, you're so far away That's OK, That's OK</p>	<p>B4 You're so far away Won't you ____ (5) and won't you stay? Please stay, Please _____ (6) Won't you come and won't you stay? One day, Just one day</p>

Coldplay - Daddy is taken from the album Everyday Life released in 2019 (listen to the album at <https://everydaylife.coldplay.com/>)

Activity 4

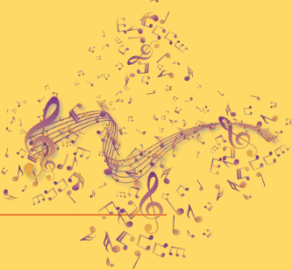



After you and your partner complete all the cards in Activity 3, now rewrite the lyrics in the template provided. You can ask your partner to read the right complete lyrics for you or you can browse the song in the youtube channel <https://youtu.be/OWhiCkEY-Yk>.

Setelah Ananda dan pasangan melengkapi semua kartu di Aktivitas 3, kini tuliskan kembali menjadi lirik yang utuh di lembar yang telah disediakan! Mintalah bantuan pasangan untuk membacakan lirik yang lengkap atau Ananda bisa membuka lagu yang dimaksud di saluran youtube: <https://youtu.be/OWhiCkEY-Yk>!

DADDY

By _____





Activity 5



It's time to improve your skill in understanding the lyrics of a song. Tell what the lyrics are about by completing the text below.

Saatnya Ananda meningkatkan keterampilan dalam memahami makna lirik lagu. Ceritakan tentang apa lirik lagu berikut ini dengan cara melengkapi teks rumpang yang disediakan!

Daddy, are you out there? Daddy, won't you come and play? Daddy, do you not care? Is there nothing that you want to say I know, You're hurting too But I need you, I do Daddy if you're out there Daddy all I want to say You're so far away, You're so far away That's OK, That's OK Daddy, are you out there? Daddy, why'd you run away? Daddy, are you OK?	Look dad we got the same hair And Daddy it's my birthday But all I want to say is you're so far away Oh, you're so far away That's OK, That's OK You're so far away Won't you come and won't you stay? Please stay, Please stay Won't you come and won't you stay? One day, Just one day
---	--



The lyrics is about a _____(1) who misses his/ her father. He/ She hopes that his/her father will _____(2) and _____(3) with him/ her. He/she also _____(4) that his/her father will tell something to him/ her.

It is his/ her _____(5), a special day for him/her and he/she wants to say that he/she _____(6) his/her father. He/she feels that his/ her father is always _____(7), but he/she tries hard to be _____(8). He/she just wants his/her father to come and stay with him/her, though it's only for _____(9) day.

Let's Check



It's time to check how good your skill in understanding song lyrics is. Find someone to help you. Ask him/her to read aloud the lyrics provided in the answer key sheet so that you can complete the lyrics below.

Saatnya mengukur sebgas apa keterampilan Ananda dalam menangkap makna lirik lagu. Temukan seseorang yang bisa membantu Ananda! Mintalah dia untuk membacakan lirik lagu yang disediakan pada lembar kunci jawaban agar Ananda dapat melengkapi lirik lagu berikut ini!

For some reason today is hard and tiring
I'm sitting _____ (1) in my room, hugging a pillow
Fumbling with my _____ (2), for some reason I'm lonely _____ (3)
Surprised by a call that suddenly makes me _____ (4)
My mother's voice, worrying if I've eaten
Those words that used to sound annoying are different today
All those forgotten promises are coming back to me
I'll become a _____ (5) person. I'll become a person who thinks of others first
I'll _____ (6) my mom's hopes of love
I'm thinking of my mom who shared my dreams and cut my hair
Although I sometimes _____ (7) you with wrong choices
You silently supported me from behind. I'm a young, clumsy kid, but now I think I know
The meaning of my mom's silent _____ (8)
I'll become my mom's wise _____ (9)
I'll become a daughter she's proud of no matter where I go
I'll protect my mom's hopes of love
I'll have a heart as warm as the unconditional love you've shown me
I was shy so I couldn't often _____ (10). Mom, I really love you

Dear. Mom (English translation) Artist: Girls' Generation (소녀시대 / SNSD)

Song: Dear. Mom

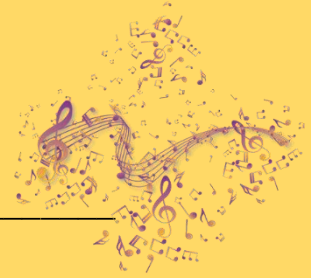


You have the complete lyrics of the song in Activity 6, don't you? Study the complete lyrics and explain what you think the lyrics are about. Find a partner to discuss and help you.

Ananda telah mendapatkan lirik lengkap sebuah lagu di Aktivitas 6, bukan? Pelajari lirik tersebut dan ceritakan menurut Ananda apa isi/makna dari lirik tersebut! Carilah pasangan yang dapat membantu Ananda berdiskusi!

Dear, Mom (English Version)

By Girls Generation (SNSD)



The lyrics tell about _____

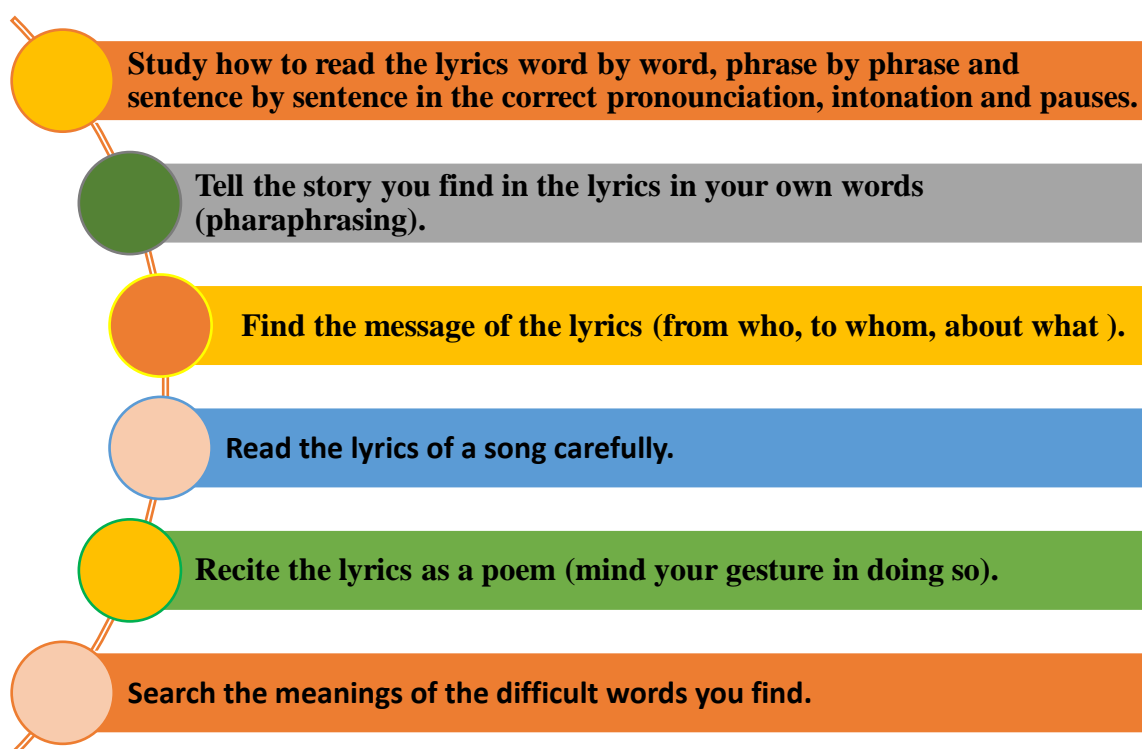


Let's Sum up



We have come to the end of Lesson 3. What have you learnt so far? Study the statements in the chart below. Arrange them into the right steps which show the way to improve the skill in understanding song lyrics.

Kita sudah berada di akhir Pembelajaran 3. Apa yang sudah Ananda pelajari sejauh ini? Pelajari pernyataan-pernyataan pada bagan berikut ini! Susun kembali pernyataan tersebut menjadi urutan langkah yang menunjukkan cara meningkatkan keterampilan memahami makna lirik lagu!



Here are the activities that we can do to improve the skill in understanding song lyrics:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Let's Reflect



Let's reflect about what we've learnt in this lesson. Write your impression after studying this lesson by answering the questions below.

Ananda sekalian, mari kita refleksikan apa yang sudah kita pelajari pada pembelajaran ini. Tuliskan kesan Ananda selama mempelajari materi di pembelajaran ini dengan cara menjawab pertanyaan-pertanyaan berikut

What is the most interesting activity in this lesson?

What is the most challenging activity in this lesson?

What do you want to learn more?

What do you think you will do much better in the next lesson?

Answer Key

Let's get ready

1. I do.

Picture 17. Lagu adalah sumber kekuatan pribadi saat hidupmu membosankan.

Picture 18. Kekuatanmu dapat muncul dari sebuah lagu.

Picture 19. Di balik sebuah lagu favorit terdapat cerita yang tak terkatakan.

2. I like the quote in picture 19 because in real life I have that kind of experience.

3. I have a story from my favourite song. The song is "SASAGEYO" that is "KEEP FORWARD" in Japanese. That song tells us about a group of soldiers that have a strong courage, burning emotions, and huge will to claim a victory. This song inspires us to keep forward and never give up in our life.

Let's study

Activity 1

Activity 2

Activity 3

a and c

Students' Performance

Students' performance. Complete script:

Daddy, are you out there?
Daddy, won't you **come**(1) and **play**(2)?
Daddy, do you not **care**(3)?
Is there **nothing**(4) that you want to say
I know, you're hurting too
But I need you, I do

Daddy if you're **out there**(1)
Daddy all I want to **say**(2)
You're so far away, You're so far away
That's OK, That's OK

CARDS FOR A & B

Daddy, are you out there?
Daddy, why'd you **run away**(3)?
Daddy, are you **OK**(4)?
Look, Dad we got the same **hair**(5)
Daddy, it's **my birthday** (6), But all I
want to say
Is you're so far away, Oh, you're so far
away
That's OK, That's OK

You're so far away
Won't you **come**(5) and won't you stay?
Please stay, Please **stay**(6)
Won't you come and won't you stay?
One day, Just one day

Activity 4

Students' hand writing

Activity 5

1.child, 2. come, 3.play , 4.hopes / wants , 5.birthday ,6.misses, 7.so far away , 8.okay , 9.one

Let's check

Activity 6

1.	alone	6.	protect
2.	phone	7.	hurt
3.	today	8.	prayers
4.	cry	9.	daughter
5.	good	10.	express

Activity 7

Sample answer from the students:

The song is about a young girl that for some reasons feels like the day is hard and makes her tired. She also feels lonely and suddenly she is surprised with a call that makes her cry. That is a call from her mother worrying if she has eaten. The words that usually annoy her now feel different. And she starts to remember all of her forgotten promises to her mother. And as she remembers all the promises, once again she promises that she will make her mother happy and not hurt her.

Let's Sum up

Activity 8

1. Read the lyrics song carefully
2. Search the meanings of the difficult words you find
3. Study how to read the lyrics word by word, phrase by phrase, sentence by sentence in the correct pronunciation, intonation, and pauses.
4. Recite the lyrics as a poem
5. Find the messages of the lyrics {from who, to whom, about what}
6. Tell the story you find in the lyrics by your own word {paraphrasing}



Let's Reflect

The most interesting activity: Activity 3

The most challenging activity: Activity 7

I want to learn more about the messages in a song lyrics,

I will improve my pronunciation and my understanding to find a messages in a song



Recommendation

You can continue to the next lesson when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends or parents.

Lesson 4

Will You Perform?

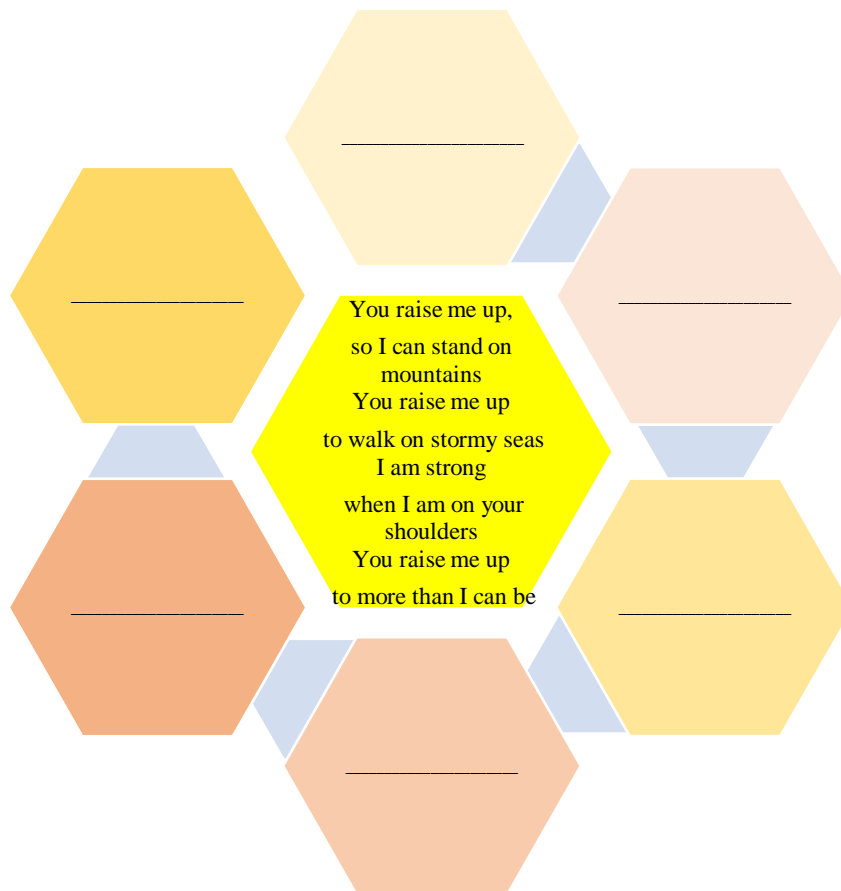
At the end of the lesson you will be able to apply your knowledge about the social function and language features of song lyrics about teenage life independently.

Let's Get Ready



Here is the chorus of a song lyrics. Express your impression after reading it by writing some keywords in the chart below.

Berikut ini refrain dari sebuah lagu. Ungkapkan kesan Ananda setelah membaca lirik tersebut dengan menuliskan kata-kata kunci pada bagan yang tersedia!



"One of the deep secrets of life is that all that is really worth doing is what we do for others."

LEWIS CARROLL

Let's Study

Activity 1



Take a look at a part of the song lyrics below. Read them aloud with the correct pronunciation and intonation. Then, copy it.

Perhatikan bagian dari sebuah lagu berikut! Bacalah nyaring bagian lirik tersebut dengan pelafalan dan intonasi yang benar! Kemudian, tuliskan lirik tersebut di template yang disediakan!

She gave me life,
showed me what was right
Taught me not to fight the battles, that weren't worth to fight
Right from the start, she held me close
And as time went on, she was strong enough to let me go
There's nothing you can do
That will change her love for you

She gave me life,

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 2



Let's learn to interpret the complete lyrics of a song by answering the questions below.

Mari belajar menafsirkan lirik lengkap sebuah lagu dengan menjawab pertanyaan-pertanyaan berikut ini!

A Mother's Love

By Gena Hill

She gave me life
Showed me what was right
Taught me not to fight the battles
that weren't worth the fight
Right from the start, she held me close
And as time went on
She was strong enough to let me go

Reff:

There's nothing you can do
That will change her love for you
When the world comes crashing down
Her love will pull you through
There's nothing you can say
That will take her love away
Through the heartache and the pain
It was her love that still remained
Her love is gonna shine through
everything
There's nothing in the world
Like a mother's love

She filled every need
Made my life complete
Time and time again
She was with me to the end
She'll believe your dreams
However hard they seem
When you'd almost given up
She was there to lift you up

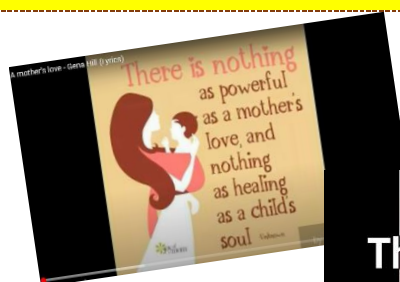
*Back to Reff

And she would do it all again
For the chance to help you win
She was the one who gave it all
She was the one through every fall

*Back to Reff

Available on you tube:

<https://youtu.be/3V4PM1oL7Xs>



Picture 20.



Picture 22



Picture 21

Questions

1. What is the title of the song?
2. What is the theme of the lyrics?
3. How many characters are represented in the lyrics? What words represent the characters?
4. What do “me”, “she” and “you” in the lyrics refer to?
5. To whom are the lyrics addressed?
6. What do the lyrics tell us about?
7. What do you think the singer/writer wants to tell through the lyrics?

Answers

-
-
-
-
-
-
-

Activity 3



It's time to learn how to tell what you know about the lyrics of a song. Use the questions and answers in Activity 2 to guide you in completing the sentences in the boxes. The completed sentences will help you do the next activity (paraphrasing the lyrics)

Saatnya belajar bagaimana menceritakan makna apa yang Ananda dapatkan dari lirik sebuah lagu. Gunakan pertanyaan dan jawaban pada Aktivitas 2 untuk memandu Ananda melengkapi kalimat-kalimat dalam kotak yang disediakan! Kalimat-kalimat yang Ananda lengkapi akan membantu Ananda menyelesaikan kegiatan berikutnya (memparafrase lirik)!

<u>Questions</u>	<u>Answers</u>
1. What is the title of the song?	A mother's Love
1. These are the lyrics of a song entitled “_____”.	
2. What is the theme of the lyrics?	A mother's love
2. As it's shown by the title, the theme of the lyrics is _____.	

<p>3. How many characters are represented in the lyrics? What words represent the characters?</p>	<p>Three characters in the lyrics. They are: me, she and you.</p>
<p>3. There are _____(a) characters in the lyrics. They are: ___(b), ___(c), and ___(d).</p>	
<p>4. What do “me”, “she” and “you” in the lyrics refer to?</p>	<p>“Me” refers to the singer of the song/ writer of the lyrics. “She” refers to the singer’s/ writer’s</p>
<p>4. “Me” refers to the _____(a) of the song or the _____(b) of the lyrics. “She” refers to _____(c). “You” refers to the _____(d).</p>	
<p>5. To whom are the lyrics addressed?</p>	<p>The singer’s/writer’s mother.</p>
<p>5. The lyrics are obviously addressed to _____.</p>	
<p>6. What do the lyrics tell us about?</p>	<p>A son’s/daughter’s admiration to his/her mother’s love.</p>
<p>6. The lyrics tell about a _____ (a)/ _____ (b) who realizes that his/her mother’s love is worth more than _____(c) in the world. He/ she _____ (d) that his/her mother _____ (e) his/her life complete. Her love never _____ (f) from time to time. It is a _____ (g) who is always beside him/her in good and bad time.</p>	
<p>7. What do you think the singer/ writer wants to tell through the lyrics?</p>	<p>She/ he wants to say that nothing in the world is more precious than mother’s love.</p>
<p>7. Through the lyrics, the writer wants to say that _____in the world is more precious than a mother’s love.</p>	

Activity 4



You have completed the sentences in the boxes, haven't you? Now, rewrite those sentences into one paragraph. Write it in the template provided below.

Ananda telah melengkapi kalimat dalam kotak-kotak di atas, bukan? Sekarang tuliskan kembali kalimat-kalimat tersebut menjadi satu paragraf yang bagus! Tuliskan di format yang disediakan!

These are the lyrics of a song entitled _____.

A large yellow rectangular area with a dashed orange border, containing horizontal lines for writing. The bottom right corner is folded over, showing a darker yellow shade.

Let's Check



It's time to check how good your skill in understanding the lyrics of a song is by writing a paragraph in your own words. Follow the instructions below carefully to help you write a good paragraph about the lyrics provided.

1. Read the lyrics carefully.
2. Answer the questions based on the lyrics provided.
3. Use the answers to guide you to write the paragraph.

Saatnya mengukur sebaik apa keterampilan Ananda dalam menangkap makna lirik lagu dengan cara menuliskan sebuah paragraf dengan kata-kata Ananda sendiri. Lakukan instruksi berikut ini dengan baik agar Ananda dapat terbantu dalam menyusun sebuah paragraf yang baik tentang lirik lagu yang disediakan!

1. Bacalah lirik lagu dengan cermat!
2. Jawablah pertanyaan berdasarkan lirik lagu tersebut dengan benar!
3. Gunakan jawaban Ananda untuk memandu Ananada dalam menulis paragraf tentang lirik tersebut!

Color Him Father

By The Winstons

There's a man at my house,
he's so big and strong
He goes to work each day,
stays all day long
He comes home each night
looking tired and beat
He sits down at the dinner table
and has a bite to eat
Never a frown always a smile
When he says to me how's my child

My mother loves him
and I can tell by the way she looks at him
when he holds my little sister Nell.
I heard her say just the other day
That if it hadn't been for him
she couldn't have found her way
*Back to Reff
Our real old man he got killed in the war
And she knows

I said I've been studying hard all day in
school
Tryin' very hard to understand the golden
rule

Reff:

I think I'll color this man father
I think I'll color him love
Said I'm gonna color him father
I think I'll color the man love, yes I will

He says education is the thing
if you want to compete
Because without it, Son, life ain't very sweet
I love this man and I don't know why
Except I'll need his strength
till the day that I die

she and seven kids couldn't have gotten very
far
She said she thought
that she could never love again
And then there he stood with that big wide
grin
He married my mother and he took us in
And now we belong to the man
with that big wide grin

*Back to Reff

Available on you tube:

<https://youtu.be/sQdd1RjWfV8>

Questions

1. What is the title of the song?
.....
2. What is the theme of the song?
.....
3. How many characters are represented in the lyrics? What words represent the characters?
.....
4. What do "He", "she" and "I" in the lyrics refer to?
.....
5. To whom are the lyrics addressed?
.....
6. What do the lyrics tell us about?
.....
7. What do you think the singer/writer wants to tell through the lyrics?
.....

Let's Sum up



We have come to the end of Lesson 4. What have you learnt so far? Study the statements below. Put them into the chart in the right order which show the steps in paraphrasing the song lyrics.

Kita sudah berada di akhir Pembelajaran 4. Apa yang sudah Ananda pelajari sejauh ini? Pelajari pernyataan-pernyataan berikut ini! Letakkan pernyataan-pernyataan tersebut ke dalam bagan yang disediakan agar menjadi urutan langkah yang benar dalam memparafrase lirik lagu!

The statements:

- Find the following points: title, characters, theme, topic and message of the lyrics.
- Write a paragraph/text based on the guidance points.
- Find the meanings of the unfamiliar words.
- Read the lyrics carefully.

Step 1

● -----

Step 2

● -----

Step 3

● -----

Step 4

● -----

Let's Reflect



Let's reflect what we have learnt in this lesson. Write your impression after studying this lesson by answering the questions below.

Mari kita refleksikan apa yang sudah kita pelajari pada pembelajaran ini. Tuliskan kesan Ananda selama mempelajari materi di pembelajaran ini dengan cara menjawab pertanyaan-pertanyaan berikut ini!

What is the most interesting activity in this lesson?

What is the most difficult activity in this lesson?

Which activity did you do the best?

What is the most impressive question or activity you find in all of the lessons. (Lesson 1 - 4)

Answer Key

Let's Get Ready

Alternative answers of the students



Let's Study

Activity 1

Students' performance and hand writing

Activity 2

1. A mother's love.
2. A mother's love to her child.
3. 3 characters. They are: She/Her, Me/My, and You.
4. SHE represents a mother, ME represents the writer/singer, and YOU represents the listeners.
5. The lyric's addressed to a mother.
6. The lyrics tell us about a mother's love for her son/daughter and how strong the love is.
7. Nothing in the world is more precious than a mother's love

Activity 3

1. These are the lyrics of a song entitled “A mother’s Love”.
2. As it’s shown by the title, the theme of the lyrics is a mother’s love.
3. There are three characters in the lyrics, they are: me, she and you.
4. “Me” refers to the singer of the song/the writer of the lyrics. “She” refers to the singer’s/ writer’s mother. “You” refers to the listeners/readers.
5. The lyrics are obviously addressed to the singer’s/ writer’s mother.
6. The lyrics tell about a son/daughter who realizes that his/her mother’s love is worth more than anything in the world. He/she realizes that his/her mother made his/her life complete. Her love never changes time to time. It is a mother who is always beside him/her in good and bad times.
7. Through these lyrics, the writer wants to say that nothing in the world is more precious than mother’s love.

Activity 4

These are the lyrics of a song entitled “A mother’s Love”. As it’s shown by the title, the theme of the lyrics is a mother’s love. There are three characters in the lyrics. They are me, she and you. “Me” refers to the singer of the song/ the writer of the lyrics. “She” refers to the singer’s/writer’s mother. “You” refers to the listeners/readers. The lyrics are obviously addressed to the singer’s/writer’s mother. The lyrics tell us about a son/daughter who realizes that his/her mother’s love is worth more than anything in the world. He/she realizes that his/her mother made his/her life complete. Her love never changes from time to time. It is a mother who is always beside him/her in good times and bad times. Through these lyrics, the writer wants to say that nothing in the world is more precious than a mother’s love.

Let’s Check

1. Color him father.
2. A son’s love/admiration to his father.

3. There are 5 characters. They are: “A MAN” = “HE” = father, “ME”= son, “SHE”/ “HER” = the writer’s mother/sister.
4. “HE”= his father, “I” = the son, “SHE” = his mother.
5. The lyrics are addressed to a father.
6. A son who realizes how much his father’s love is.
7. The singer/writer wants to tell us that he admires his father. He realizes that his father has sacrificed many things for his family.

Let’s Sum up

1. Read the lyrics carefully
2. Find the meaning of the unfamiliar words
3. Find the following points: title , characters , theme , topic and message of the lyrics
4. Write the paragraph/text based of the guidance points

Let’s Reflect

The most interesting activity: Activity 1

The most difficult activity: Activity 2

The activity that I do well: Activity 3

All of the activities are impressive. I find different styles of tasks in this module.

Recommendation

You can continue to the next module when you can master or finish at least 80% of all the activities in this lesson. If you find any difficulties, you may ask for help to your teacher, friends or, parents.



Evaluasi

I. Here is the part of the lyrics of a song entitled “A mother's love”. Identify the pronouns, verbs, adjectives and nouns in you can find in that verse. Write them in the correct boxes.

<p>Pronoun:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>I want you to be here with me I know it sounds crazy I miss your laugh and</p> <p>I miss everything we used to be</p> <p>And even if it is just for a while Then, God please give us the time I can't deal with the reality There's nothing left that I can do 'cause my heart is just missing you</p> <p>Nothing is the same It's hard for me To erase all of the memories I have with you</p>	<p>Adjectives:</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Verbs:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>		<p>Nouns:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

II. Identify the sentence patterns by rewriting the right sentences taken from the lyrics in the appropriate coloumn.

The lyrics	Sentence Pattern & the expressions
<p>I want you to be here with me, I know it sounds crazy. I miss your laugh and I miss everything we used to be. And even if it is just for a while Then, God please give us the time I can't deal with the reality There's nothing left that I can do 'cause my heart is just missing you Nothing is the same, It's hard for me To erase all of the memories I have with you</p>	<p>Subject + to be + object /adjective/adverb:</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>Subject + verb + object/ adverb:</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p>Please + verb + object:</p> <p>.....</p>

III. Read the lyrics carefully. Match the statements with the supporting expressions based on the lyrics provided.

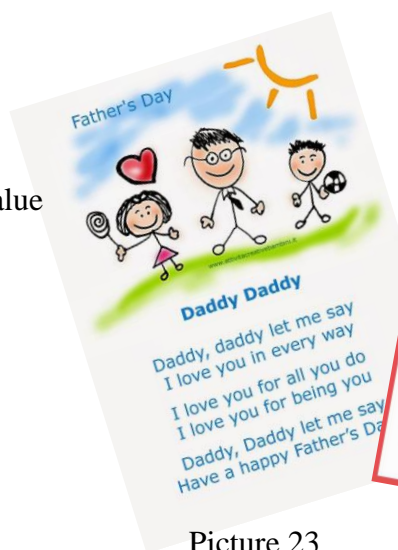
Supporting expressions in the song lyrics		Statements
<ul style="list-style-type: none"> ▪ I miss your laugh and I miss everything we used to be. 	} 1	a. TThe writer has a lot of unforgettable moments with someone he/she misses.
<ul style="list-style-type: none"> ▪ And even if it is just for a while ▪ Then, God please give us the time. 	} 2	b. TThe writer can't bear the feeling to meet someone.
<ul style="list-style-type: none"> ▪ Nothing is the same, It's hard for me ▪ To erase all of the memories I have with you. 	} 3	c. TThe lyrics shows how much the writer misses someone.
<ul style="list-style-type: none"> ▪ I can't deal with the reality ▪ There's nothing left that I can do ▪ 'Cause my heart is just missing you 	} 4	d. TThe writer beg the God to let him meet the one she/ he misses

IV. Cross the answer that you think is correct based on the lyrics below. You can choose more than one option.

When I am by myself, looking at photos and videos
 that we took, I've been keeping them for so long
 and with my broken heart, I see all the pictures of myself
 living life without you just feels so wrong

I want you to be here with me, I know it sounds crazy
 I miss your laugh and I miss everything we used to be
 And even if it is just for a while, then God please give us the time
 I can't deal with the reality, there's nothing left that I can do
 'cause my heart is just missing you

1. What is the theme of the song lyrics?
 - A. Falling in love with someone.
 - B. Missing for someone.
 - C. Happiness.
 - D. Sadness.
2. To whom is this song probably addressed?
 - A. A mother.
 - B. A friend.
 - C. A brother.
 - D. A father.
3. What is the message of the song?
 - A. One day we will miss someone we love very much.
 - B. We only know how much we love someone when we have memories.
 - C. God will always let us meet someone we love whenever we want to.
 - D. We will realize how meaningful someone is when we lose him/her.
4. What do you think the readers probably feel after reading the lyrics?
 - A. Happy
 - B. Guilty
 - C. Sorry
 - D. Grateful
5. This song is most properly sung to
 - A. entertain people
 - B. flatter people
 - C. console oneself
 - D. deliver a moral value



Picture 23



Picture 24



Kunci, Rubrik Penilaian & Pedoman Penskoran Evaluasi

No	Kunci Jawaban	Skor
I.	Pronoun: I, Me, My, It, You, Your, We, Us.	Skor maksimal: 8 8 jika menyebutkan > 6 kata yang benar 6 jika menyebutkan 4-6 kata yang benar 4 jika menyebutkan 3-4 kata yang benar 2 jika menyebutkan 1-2 kata yang benar 1 jika menyebutkan berapapun kata tapi salah
	Verbs: Want, know, Sounds, miss, Give, do, Erase, have.	Skor maksimal: 8 8 jika menyebutkan > 6 kata yang benar 6 jika menyebutkan 4-6 kata yang benar 4 jika menyebutkan 3-4 kata yang benar 2 jika menyebutkan 1-2 kata yang benar 1 jika menyebutkan berapapun kata tapi salah
	Adjectives: Crazy, same, hard.	Skor maksimal: 3 3 jika menyebutkan 2-3 kata yang benar 2 jika menyebutkan 1 kata yang benar 1 jika menyebutkan berapapun kata tapi salah
	Nouns: Everything, the time, reality, nothing, memories.	Skor maksimal: 5 5 jika menyebutkan 4-5 kata yang benar 3 jika menyebutkan 2-3 kata yang benar 2 jika menyebutkan 1 kata yang benar 1 jika menyebutkan berapapun kata tapi salah
II.	Subject + to be + object /adjective/adverb:	Skor maksimal: 6 6 jika menyebutkan 2-3 kalimat yang benar

No	Kunci Jawaban	Skor
	1. Nothing is the same 2. It's hard for me 3. It is just for a while	4 jika menyebutkan 2-3 kalimat dengan kesalahan minor 2 jika menyebutkan 1 kalimat yang benar 1 jika menyebutkan berapapun kalimat tapi salah
	Subject + verb + object/ Adverb: 1. I want you to be here with me 2. I miss your laugh 3. I miss everything	Skor maksimal: 6 6 jika menyebutkan 2-3 kalimat yang benar 4 jika menyebutkan 2-3 kalimat dengan kesalahan minor 2 jika menyebutkan 1 kalimat yang benar 1 jika menyebutkan berapapun kalimat tapi salah
	Please + Imperative + Object: Please give us the time	Skor maksimal: 3 3 jika menyebutkan 1 kalimat yang tepat 2 jika menyebutkan satu kalimat dengan kesalahan minor 1 jika menyebutkan berapapun kalimat tapi salah
III.	1. C 2. D 3. A 4. B	Skor maksimal: 4 Bobot nilai 1 untuk tiap jawaban benar 0 untuk jawaban salah
IV.	1. B & D 2. A, B,C & D 3. A & D 4. A, C & D 5. A & C	Skor maksimal: 13 Bobot nilai 1 untuk tiap jawaban benar 0 untuk jawaban salah

PEDOMAN PENSKORAN

$$\text{NILAI AKHIR} = \frac{\text{SKOR YANG DIPEROLEH SISWA}}{\text{SKOR MAKSIMAL (56)}} \times 100$$



Glosarium

adjective	: kata sifat
adult	: orang dewasa
characters	: sifat, kepribadian seseorang.
chorus	: refrain lagu
entitled	: berjudul
family	: keluarga (sekelompok orang yang terikat hubungan darah)
friendship	: persahabatan
gratitude	: rasa terima kasih
intonation	: intonasi
lyrics	: lirik/ kata-kata dalam lagu
message	: pesan.
noun	: kata benda
pronoun	: kata ganti
pronunciation	: pelafalan
read aloud/ recite	: membaca nyaring
rewrite	: menuliskan kembali
sacrifice	: berkorban
sentence pattern	: pola kalimat
singer	: penyanyi.
song	: lagu
spirit	: semangat, rasa ingin melakukan sesuatu
teenage	: remaja
title	: judul lagu.
verb	: kata kerja
writer	: penulis (seseorang yang menulis lirik lagu)



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<https://youtu.be/3V4PM1oL7Xs>



Daftar Sumber Gambar

Pictures	Source
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2	https://images.app.goo.gl/FXe7dD1T4sVmXCXz5
3	https://images.app.goo.gl/9bcbd9k6uKP6PTPZ8
4	https://images.app.goo.gl/AvwemJRNfFi4n8v5
5	https://images.app.goo.gl/eDSdmCSQ6UXdHCHC6
6	https://images.app.goo.gl/Agr6YBy2Km1BtsPq8
7	https://images.app.goo.gl/WhCet7ocHQNedrq9
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19	https://images.app.goo.gl/zbDAjpamYB2AqSfG9
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22	Screenshot dari https://youtu.be/3V4PM1oL7Xs
23	https://images.app.goo.gl/YVYE8i81pTV7wULX6
24	https://images.app.goo.gl/roSMtsS5gdbonGGU8



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